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FROM THE EDITOR

Wendy S. Becker

Features

SIOP President **Kurt Kraiger** starts the October issue with a description and rationale for the inaugural meeting of SIOP's Executive Board. Kurt makes the case in his article that as we grow as a Society, a larger, diverse board is needed to better serve SIOP members.

Next we feature one of the highlights at SIOP in New Orleans this year: Steve Kerr's keynote, "Some Random Thoughts on False Dichotomies, Common Coffeepots, and the Portability of Knowledge." If you missed Steve's talk (and are intrigued by the title) don't miss it! Thanks Steve, for your generosity in allowing *TIP* to print your sage advice.

In other features, **Ann Hergatt Huffman**, **Kristen Watrous-Rodriguez**, **Jaime Henning**, and **Julia Berry** (along with comments by **Paul Muchinsky**) discuss "'Working' Through Environmental Issues: The Role of the I-O Psychologist." **Lee Konczak** and **Jeff Foster** discuss "Developing Next Generation Leaders: High Priority on High Potentials." **George Graen** ponders "Why We Need to Study Resistance to Change."

From the Editorial Board

Required reading for my MBAs is **Art Gutman** and **Eric Dunleavy's** new column on the Supreme Court ruling in *Ricci v. Destefano*. Next, **Sylvia Roch** tells it like it is in the **Academics' Forum**: "How I Stayed Sane During the Tenure Process." **Judy Blanton** shines the spotlight on four SIOP Fellows who are practitioners: **Jeff McHenry**, **Cal Hoffman**, **Allan Church**, and **Seymour Adler**. **Marcus Dickson** jumpstarts an exciting new editorial column, **Max. Classroom Capacity**, with the intriguing premise: What is the most that we can bring into the classroom when we teach? **Lori Foster Thompson** features I-O practice in Greece. **TIP-TOPics for Students** examines interdisciplinarity within the university. **Jamie Madigan** welcomes **Tom Giberson** as his new coauthor for the **Good Science–Good Practice** column. Last (but not least!) **Rich Cober**, **Rob Silzer**, and **Anna Erickson** further explore science–practice gaps in I-O.

News and Reports

As always, the October issue provides numerous summary reports and reminders of upcoming events. Enjoy!

Dear Editor:

I would like to commend *TIP* for the **Pro-Social I-O** series by **Stu Carr**. The column is not only inspiring but a useful and important vantage point for I-O psychology. Dr. Carr's recent interview with Malcolm MacLachlan about contributions that I-O can make to address global health concerns was particularly informative and motivating. Being new to the field, with my own hopes of integrating I-O psychology and human rights initiatives, I am thankful for the leadership and vision of Dr. Carr and those he interviews and look forward to more enlightening interviews in the **Pro-Social I-O** series.

Jeffrey Godbout
Graduate Student
University of Baltimore

Why Licensing of I-O Psychologists Is a Very Bad Idea

I disagree strongly with **Dick Jeanneret's** letter on licensing (*TIP*, 47[1]July, 2009). My comments are my own, and I do not claim to represent the views of any SIOP Committee.

History

Over 25 years ago, I did some research with two colleagues in other fields on the issue of medical licensing. (The article appeared in *Medicolegal News*, Oct. 1980, Vol. 8, #5). This has an interesting history. For many decades medical licensing did not exist. The impetus did not come from patient complaints or scandals but from the doctors themselves, e.g., the AMA. They wanted sole power over the field of medicine.

Since licensing became popular, everyone wants to get in on the act—some states even license hair stylists, not to mention scores or hundreds of other professions.

To give an example of how far this trend has gone, the Institute for Justice has been engaged in a 3-year court battle with the “Florida design cartel” (which has spread to other states such as Texas), which has sought to license interior designers. This would criminalize furniture suppliers, companies that sell commercial filing and storage systems, retail business consultants, product display companies, and corporate art consultants. Who set the example for such an absurdity? APA, among others.

Motives

What is the motive for licensing? The rationalization is that “we need to protect the public,” but I do not know of a single study that shows licensing protects the public better than no licensing in psychology or any other field. I am sure APA has never done such a study. (I once asked them but got no answer.) And I doubt that such a study could even be done. At last count there were over 100 schools of therapy, and the studies show very inconsistent results across methods (and therapists), and there is disagreement regarding even how to measure therapeutic success. “Protecting the public” is just a rationalization—but for what?

The real motives are (1) status seeking, and (2) monopoly power (forcibly keeping competitors out to protect one’s income). To me, this is pretty shameful. [BTW: I challenged, in an e-mail, the entire APA Council of Representatives—over 200 people—to justify licensing of therapists. I did not get a single reply.]

Rights

Morally, licensing declares you don’t have the right to make a voluntary contract with another person to perform certain services without permission of the government. What gives the government this right? If people are as ignorant and irrational as the government or the associations claim, what guarantees are there that government bureaucrats will be rational and omniscient? This is elitism of the worst kind. (Actual fraud, of course, is already punishable under existing law.)

Consequences

How is the government to know how high to set the standards? If they are set too high, there will be a shortage of practitioners, and prices will be much higher than they would be otherwise. If the standards are too lax, there might be more unqualified practitioners, though that assumes there are objective standards that are unequivocal. Even if you had unquestionable standards, where you set the cutting point, by the very nature of licensing, has to be arbitrary.

Further, since licensing is done state by state, the states may differ in their requirements. This restricts the free flow of practitioners across the country.

The Uselessness of Licensing for I-O Psychologists

On practical grounds alone, this is the height of absurdity. The tasks they perform are far too varied and many people outside the field (e.g., business consultants) do the same thing as psychologists. Are we really going to license people to teach leadership? Counsel executives? Interview candidates? Do personality assessments? Design incentive systems? Restructure organizations? Help with team development? Morally, who has the right to

say who can offer what to whom and, practically, who is to say who has the “right” amount of skill?

Furthermore, pencil-and-paper tests cannot measure practical skills. This applies to therapy as well as I-O psychology skills. Numerous people who have been on licensing boards have admitted that such tests are a farce.

Dick says that the APA Modeling Licensing Act defines required coursework. But how could the APA know which courses should be taught when I-O psychologists might do one or more of 100 different things? And are university courses the only way to learn skills?

Keeping Out of Jail

I agree that once laws are in place, self-protection requires one to obey them. But that does not mean we have to accept them just because they have been around for many years. Our long-term goal should be to have such laws repealed—and hope that other professions will be inspired to follow suit.

Private Certification

For those concerned about standards and who think skills can be adequately measured, I have no objection to private certification boards. The success of such boards would rise and fall on their competence. The critical advantage over government licensing is that private certification would be voluntary. Thus practitioners with clients who trusted their skills would be free to forego licensing if the practitioners perceived it to be unnecessary. Similarly, purchasers of services would be free to require or not require practitioner certification as they saw fit. Arbitrary government coercion would be replaced by voluntary trade. This is the moral ideal we should strive for.

Edwin A. Locke

Dean's Professor of Leadership and Motivation (Emeritus)

Robert H. Smith School of Business

University of Maryland

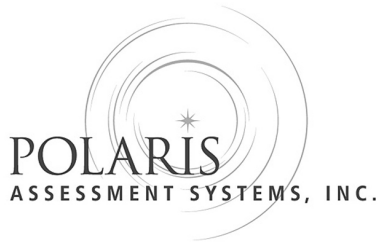


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ON THE LEGAL FRONT

The Supreme Court Ruling in *Ricci v. Destefano*



**Arthur Gutman
Florida Institute of Technology**

**Eric Dunleavy
DCI Consulting**

On June 29, 2009 the Supreme Court ruled 5–4 in favor of 18 plaintiffs that challenged the actions of the New Haven Civil Service Board (CSB), which discarded promotion exams for lieutenant and captain firefighter jobs *after the exams were administered and scored*. There were four opinions. The majority ruling was written by Kennedy (for Alito, Roberts, Scalia, and Thomas) and a dissenting opinion was written by Ginsburg (for Breyer, Souter, and Stevens). In addition, there was a concurrence by Alito (for Scalia and Thomas) addressing Ginsburg’s dissenting opinion and a concurrence by Scalia who, speaking for himself, questioned whether adverse impact rules are legal under the 14th Amendment. We will focus on the majority and dissenting opinions, as well as Scalia’s concurrence.

To save space, we will not dwell here on the facts of the case. We did this in the April 2009 issue.¹ The bottom line is that the district court ruled for the CSB and the 2nd Circuit affirmed. However, in a move that is rarely seen in Supreme Court cases, Justice Kennedy not only reversed the lower court rulings, he also granted summary judgment to the plaintiffs. Therefore, this case is over, except that the district court must decide on the remedies for Frank Ricci and his 17 co-plaintiffs.

The results of the promotion tests are depicted in the table below. We presented these results in our April 2009 column. Based on a “rule of three,” the top nine scores were eligible for promotion for captain and the top 10 scores were eligible for promotion to lieutenant. The bottom line is that zero Blacks and Hispanics were eligible for promotion to lieutenant, and zero Blacks and two Hispanics were eligible for promotion to captain in the first round of promotions.

¹ In addition, we encourage readers to go to the SIOP Exchange blog site where there are opinions by SIOP members both before and after the ruling and to a column by our SIOP publicists (Clif Boutelle & Stephany Schings) on solicited opinions by various SIOP Fellows and Members (go to “View Items” on the SIOP.org face page).

Captain exam (7 vacancies)

	Whites	Blacks	Hispanics
Applicants	25	8	8
Passing score	16	3	3
Top 9 scores	7	0	2

Lieutenant exam (8 vacancies)

	Whites	Blacks	Hispanics
Applicants	43	19	15
Passing score	25	6	3
Top 10 scores	10	0	0

If you Google this case, you will find numerous news reports and blogs sensationalizing the ruling. For example, as noted by Eric on the SIOP Exchange, you will see many opinions relating to the “end to affirmative action, changes to the job-relatedness burden under Title VII, the end to adverse impact as we know it, etc.” These opinions do not square with the ruling itself. First and foremost, this was a disparate treatment case not an adverse impact case. The key issue was whether the CSB had a *legal motive* for discarding the exam results and, if not, whether there was a “*strong basis in evidence*” for having a racial motive to discard the test. Justice Kennedy’s ruling was yes, there was a racial motive, and no, there was no strong basis for having this motive. Sounds strange? Hang in there, we’re just starting.

Ordinarily, disparate treatment defenses are relatively easy for defendants; they simply *articulate* (without factual proof) a nondiscriminatory reason for what they did. The CSB articulated their fear of losing a potential adverse impact claim to minority applicants, particularly Blacks. Usually, after the articulation, the burden passes to the plaintiffs (Ricci & 17 others) to *prove* that the articulation is a pretext for discrimination (see *McDonnell Douglas v. Green*, 1973).² But this was no ordinary disparate treatment case. Because of the “*tension*” between disparate treatment and adverse impact, Justice Kennedy placed a heavier burden of proof (i.e., the strong basis in evidence instead of simple articulation) on the CSB and ruled that CSB failed to carry that burden.

Adverse Impact

Before delving into the disparate treatment ruling, let’s take a step back and imagine that the CSB certified the test and the minority firefighters sued. What might have happened in a hypothetical adverse impact case?

² For example, in *McDonnell Douglas v. Green*, Percy Green complained he was not rehired by the company because of his race. McDonnell Douglas articulated (without providing any evidence at all) that Green was not rehired because of illegal activities against the company during a prior layoff. It was Green’s burden to prove that the articulation was a pretext for discrimination (which he failed to do), not the companies burden to prove its articulation was true and nondiscriminatory.

Prima Facie Phase

The first step (or phase) of an adverse impact case is statistical proof of adverse impact itself (i.e., a disproportionate affect of the decision not to certify on minority applicants). Justice Kennedy cited both the 80% rule (on test pass rates) and the zero rate of promotion of Blacks. On the 80% rule, Kennedy stated the following:

The racial adverse impact here was significant, and petitioners do not dispute that the City was faced with a *prima facie* case of disparate-impact liability. On the captain exam, the pass rate for white candidates was 64 percent but was 37.5 percent for both black and Hispanic candidates. On the lieutenant exam, the pass rate for white candidates was 58.1 percent; for black candidates, 31.6 percent; and for Hispanic candidates, 20 percent. The pass rates of minorities, which were approximately one-half the pass rates for white candidates, fall well below the 80-percent standard set by the EEOC to implement the disparate-impact provision of Title VII. See 29 CFR §1607.4(D) (2008).

On the zero rate of Black promotion, Kennedy also noted that “the City could not have considered Black candidates for any of the then-vacant lieutenant or captain positions.”

We have issues with relying so heavily on the 80% rule, and for only applying it to a *nominal* passing score (of 70), but we will save that for another column.³ For present purposes, it is reasonable to believe the minority applicants, particularly the Black applicants, were adversely impacted by promotion by the exam.

Defense Phase

The next step would be for CSB to prove that the tests were job-related and consistent with business necessity (i.e., valid). IOS, the consulting firm that created the exam, used a *content-related* validity strategy. The precedent within the 2nd Circuit for content validity is from *Guardians of New York v. Civil Service Commission* (CSC) (1980), in which the following five criteria for content validity were expressed:

1. Suitable job analysis
2. Reasonable competence in test construction
3. Test content related to job content
4. Test content representative of job content
5. Scoring systems selecting applicants who are likely to be better job performers

³ In a nutshell, we think a nominal passing score (in this case 70) is less relevant; the more important score is the effective passing score (the lowest score that was eligible for promotion). Also, the *Uniform Guidelines* point to the 80% rule as a rule of thumb, and there is plenty of case law on issue relating to sample sizes and statistically significant differences (see for example *US v. City of New York*, 2009 for an extensive discussion of statistical arguments relating to adverse impact).

These criteria have been used by other circuit courts, including the 7th Circuit (*Gillespie v Wisconsin*, 1985) and the 6th Circuit (*Police Officers v. City of Columbus*, 1990), and more recently, were again endorsed by the 2nd Circuit in *Gulino v. New York State Education Department* (2006).

Left to ourselves (i.e., the I-O profession), there would undoubtedly be disagreement on whether these criteria were satisfied in the IOS exam. For example, in a brief written by five SIOP Fellows,⁴ it was argued that the job analysis was not suitable (#1) and that there was criterion deficiency (#3) because of a failure to measure “command presence.” Others would disagree.⁵ This is an important debate, and we should have it—but not here. There is also a gulf between what we as a profession believe and what courts accept. We need to educate the courts with respect to our SIOP *Principles* (see Landy, 2005)—but not here. The fact is that based on other cases the 2nd Circuit may have supported the content validity of the test, and the Supreme Court would likely have affirmed. In the words of Justice Kennedy:

The City’s assertions that the exams at issue were not job related and consistent with business necessity are blatantly contradicted by the record, which demonstrates the detailed steps taken to develop and administer the tests and the painstaking analyses of the questions asked to assure their relevance to the captain and lieutenant positions. The testimony also shows that complaints that certain examination questions were contradictory or did not specifically apply to firefighting practices in the City were fully addressed, and that the City turned a blind eye to evidence supporting the exams’ validity.

Therefore, the CSB may well have been successful in defending the IOS exam based on content validity.

This is not to say that the *Guardians* standard for content validity is a soft touch. Indeed, in the *Guardians* case, the defendants lost based on two of the criteria. Also, in *US v. City of New York* (July 22, 2009), a case featuring adverse impact on minorities of an entry-level written test for firefighters, Judge Garaufis, of the Eastern District of New York, ruled that the test failed all five *Guardians* criteria, and, therefore, was not content valid. This was a post-*Ricci* ruling in which the judge referenced *Ricci* but ruled that *Ricci* does not dictate the outcome of the case. Accordingly:

I reference *Ricci* not because the Supreme Court’s ruling controls the outcome in this case; to the contrary, I mention *Ricci* precisely to point out that it does not. In *Ricci*, the City of New Haven had set aside the results of a promotional examination, and the Supreme Court confronted the nar-

⁴ They include **Herman Aguinis, Wayne Cascio, Irwin Golstein, James Outtz, and Sheldon Zedeck.**

⁵ For example, in the column by Boutelle & Schings, **Wayne Cascio** speaks to the failure of IOS to tap “command presence” and to the merits of assessment centers. **Gerald Barrett** counters that written tests are better and “command presence” is not that important a KSA.

row issue of whether New Haven could defend a violation of Title VII's disparate treatment provision by asserting that its challenged employment action was an attempt to comply with Title VII's disparate impact provision.... In contrast, this case presents the *entirely separate question* of whether Plaintiffs have shown that the City's use of Exams 7029 and 2043 has actually had a disparate impact upon black and Hispanic applicants for positions as entry-level firefighters. *Ricci* did not confront that issue.

In fact, *Ricci* would not control the outcome of *Ricci* itself as an adverse impact case. Nevertheless, Judge Garaufis speculated that "The *Ricci* Court concluded that New Haven would not likely have been liable under a disparate impact theory." Probably, but there are no guarantees, particularly given the pretext phase described below. Judge Garaufis analyzed the New York test in great detail (45 pages). Had he examined the New Haven test in kind, he would have read arguments such as those provided by the SIOP Fellows and might have ruled differently. However, for present purposes, let's assume the IOS exams would be deemed content valid at the district court level based on *Guardians*.

Pretext Phase

The last step in an adverse impact case, as noted by Justice Kennedy, is for the plaintiff to prove "there existed an equally valid, less discriminatory alternative that served the City's needs but that the City refused to adopt." In fact, this has been accomplished in two recent district court cases, *Bradley v. City of Lynn* (2006) and *Johnson v. City of Memphis* (2006).⁶

In *Bradley*, a written test was the only basis for selecting entry-level firefighters. The judge ruled there was adverse impact, and there was insufficient evidence of job relatedness. More importantly for present purposes, the judge also ruled there were two valid alternatives with less adverse impact: (a) a combination of cognitive tests and physical abilities, and (b) a combination of cognitive tests with personality tests and biodata. The judge ruled that "while none of these approaches alone provides the silver bullet, these other non-cognitive tests operate to reduce the disparate impact of the written cognitive examination."

Johnson is a more compelling case because the judge ruled that a promotion exam (for police sergeant) *was* reliable and valid, but the plaintiffs won on alternatives with less impact. Critically, the city used a valid promotion exam in 1996 supervised by a DOJ appointed expert. There were four components, including a written test (weighted 20%), performance evaluations (20%), seniority (10%), and a video-based practical test (50%). However, in a subsequent promotion exam administered in 2002, there was no practical test. In addition, integrity tests were cited as a reasonable alternative based on the personnel selection literature. Interestingly, the judge ruled "It is of considerable significance that the City had achieved a successful promotional program in 1996 and yet failed to build upon that success."

⁶ There is, however, disagreement on the merits of these two cases as expressed by Sharf and Outtz in companion articles written for the October 2007 issue of *TIP*.

Would something like that have happened in the pretext phase if *Ricci* was an adverse impact case? We'll never know. The only evidence of alternatives considered was, in essence, hearsay. The CSB had a phone "consultation" with a competitor of IOS (Dr. Hornick). Among other things, Hornick suggested that assessment centers would produce less adverse impact. However, he never reviewed the IOS test and said other things that, in effect, supported it as a reasonable assessment. Therefore, in the words of Justice Kennedy:

Hornick stated his "belie[f]" that an "assessment center process," which would have evaluated candidates' behavior in typical job tasks, "would have demonstrated less adverse impact."...But Hornick's brief mention of alternative testing methods, standing alone, does not raise a genuine issue of material fact that assessment centers were available to the City at the time of the examinations and that they would have produced less adverse impact. Other statements to the CSB indicated that the Department could not have used assessment centers for the 2003 examinations ...And although respondents later argued to the CSB that Hornick had pushed the City to reject the test results...the truth is that the essence of Hornick's remarks supported its certifying the test results....Hornick stated that adverse impact in standardized testing "has been in existence since the beginning of testing...and that the disparity in New Haven's test results was "somewhat higher but generally in the range that we've seen professionally."...He told the CSB he was "not suggesting" that IOS "somehow created a test that had adverse impacts that it should not have had...."And he suggested that the CSB should "certify the list as it exists."

Some will read this and opine that Kennedy ruled there were no equally valid alternatives—that's not quite true. What Kennedy did rule was that the CSB had no strong basis in evidence *at the time the exams were discarded to believe* there were no valid alternatives. Instead, there was what Kennedy called a *good faith* belief based on Dr. Hornick's phone conversation. For example, if the CSB had the evidence provided by the SIOP Fellows in their amicus brief at a formative stage in development of the exams, that could have served as a strong basis for *believing* there were equally valid alternatives with less adverse impact, irrespective of counterarguments. Of course, if they had such information and acted upon it, they probably would have never have administered the IOS exams to begin with. In essence, Kennedy reduced the evidence to the information available at the time of the city's decision to cancel the promotions.

On the other hand, the timing of available information would be much less important in an adverse impact claim. The arguments, pro and con, relating to assessment centers could be made in the third phases of the adverse impact scenario, in which case we would have a battle of experts (call it "War of the Gladiators"). The ultimate ruling, of course, would depend on which side the district court judge favored.

Alas, none of the aforementioned happened. For that reason, we believe there were no major precedents established in *Ricci* directly relating to *adverse impact* per se.

Justice Kennedy's Ruling

However, the implications for disparate treatment claims are enormous and, as noted above, beyond the ordinary. Let's start with the ruling itself.

There was no question of a racial motive for discarding the test. In Kennedy's words:

Whatever the City's ultimate aim—however well intentioned or benevolent it might have seemed—the City made its employment decision because of race. The City rejected the test results solely because the higher scoring candidates were white. ***The question is not whether that conduct was discriminatory but whether the City had a lawful justification for its race-based action.***

Even a cursory reading of the district court ruling would lead a reasonable observer to believe that if the outcome was different (i.e., more minority promotions), the exams would have been certified. That constitutes a racial motive that is not, per se, illegal, but requires justification (i.e., strong basis in evidence).

Kennedy felt it was necessary to balance the tension between disparate treatment and adverse impact. He first rejected a “certainty” criterion. Accordingly:

Forbidding employers to act unless they know, ***with certainty, that a practice violates the disparate-impact provision*** would bring compliance efforts to a near standstill. Even in the limited situations when this restricted standard could be met, employers likely would hesitate before taking voluntary action for fear of later being proven wrong in the course of litigation and then held to account for disparate treatment.

Kennedy also rejected a “good-faith” argument (based on Dr. Hornick's input). Accordingly:

Allowing employers to violate the disparate-treatment prohibition ***based on a mere good-faith fear of disparate-impact liability would encourage race-based action at the slightest hint of disparate impact.*** A minimal standard could cause employers to discard the results of lawful and beneficial promotional examinations even where there is little if any evidence of disparate-impact discrimination. That would amount to a de facto quota system, in which a “focus on statistics”...could put undue pressure on employers to adopt inappropriate prophylactic measures.

Kennedy also incorporated the race-norming provision in the Civil Rights Act of 1991 (CRA-91) into his ruling. Accordingly:

If an employer ***cannot rescore a test based on the candidates' race, §2000e-2(f)***, then it follows a fortiori that it may not take the greater step of discarding the test altogether to achieve a more desirable racial distribution of promotion-eligible candidates—absent a strong basis in evidence that the test was deficient and that discarding the results is necessary to avoid violating the disparate-impact provision.

Kennedy then articulated the “*strong-basis-in-evidence*” standard as compromise between the conflicting demands of disparate treatment and adverse impact. Accordingly:

For the foregoing reasons, we adopt the strong-basis-in-evidence standard as a matter of statutory construction to resolve any conflict between the disparate-treatment and disparate-impact provisions of Title VII.

This sounds like rational thinking, but relative to prior Supreme Court precedents, it is an anomalous and confusing ruling.

So Where Are the Anomalies?

The anomalies have nothing to do with the Supreme Court’s ultimate ruling favoring Ricci et. al. Rather, they have to do with the reasoning Kennedy used.

First, the “strong-basis-in-evidence” standard was first articulated by Justice Powell in *Wygant v. Jackson Board of Education* (1986) and later supported by Justice O’Connor in *City of Richmond v. Croson* (1989) and *Adarand v. Peña* (1995) as a basis for proving there is evidence of a remedial need that requires a remedy. These were all reverse discrimination cases decided under constitutional principles (14th Amendment in *Wygant* and *Croson*, 5th Amendment in *Adarand*). This fact was criticized by Justice Ginsburg in her dissent (see below). However, what’s anomalous to us is that the 14th Amendment has a time-honored “strict scrutiny” analysis for such cases, and Title VII has a parallel test from *United Steelworkers v. Weber* (1979). Either of these two analyses could have been more easily used to resolve the case.

The strict scrutiny test requires (a) a compelling government interest and (b) a narrowly tailored solution to that interest. The *Weber* test requires (a) an egregious violation and (b) a temporary nontrammeling solution. The racial motive in discarding the test without a “strong basis in evidence” satisfies the first prong in both tests and the act of discarding the test is not narrowly tailored under constitutional principles or nontrammeling under the *Weber* test. There was no need to couch the ruling in terms of a conflict between disparate treatment and adverse impact; all that language seems to us as being unnecessary.

Second, the majority limited the *Ricci* ruling to Title VII. By itself, this is no big deal. However, Justice Kennedy implied that the Title VII and 14th (and 5th) Amendment rules may not be the same. Indeed, he wrote:

Our statutory holding ***does not address the constitutionality of the measures taken here in purported compliance with Title VII.*** We also do not hold that meeting the strong-basis-in-evidence standard would satisfy the Equal Protection Clause in a future case. As we explain below, because respondents have not met their burden under Title VII, we need not decide whether a legitimate fear of disparate impact is ever sufficient to justify discriminatory treatment under the Constitution.

That sets up the prospect that if an employer does satisfy the “strong-basis-in-evidence” standard under Title VII, it could be revoked under constitutional principles.

Third, the only mention of *Hayden v. Nassau County* (1999) was made as passing references in two parts of Justice Ginsburg’s dissent. Strangely, it was not mentioned in the majority ruling. We will not dwell on *Hayden* here; we discussed that case in detail in the April 2009 column. However, *Hayden* is a poster child for messing with test composition and at the time was even more controversial than the *Ricci* ruling (and may still be). Nassau County clearly played with the composition of its entry-level test for police officers until it got the outcome it thought was most valid with the least amount of adverse impact. Clearly, there was a racial motive. But there was an important difference between *Hayden* and *Ricci*. Nassau County was under court order to create a valid test, and the DOJ orchestrated the creation of a “blue ribbon panel” to do so (strong basis in evidence?). We find it hard to believe that the Supreme Court majority entertained *Ricci* and ignored *Hayden*.

In short, there was a preexisting mechanism for dealing with reverse discrimination claims under constitutional provisions and Title VII, meaning that there may not have been a need for pitting disparate treatment against disparate impact or pitting Title VII against the 5th and 14th Amendments.

Justice Scalia’s Concurrence

Although alone in his opinion, Justice Scalia suggested that the Supreme Court needs to at some future point determine whether the adverse impact rules in CRA-91 are themselves legal under constitutional principles. Scalia raised an interesting point that many have discussed over the years, though rarely in print. He stated:

It might be possible to defend the law by framing it as simply an evidentiary tool used to identify genuine, intentional discrimination—to “smoke out,” as it were, disparate treatment....But arguably the disparate-impact provisions sweep too broadly to be fairly characterized in such a fashion—since they fail to provide an affirmative defense for good-faith (i.e., nonracially motivated) conduct, or perhaps even *for good faith plus hiring standards that are entirely reasonable*.

In the landmark *Griggs v. Duke Power* (1971) ruling, adverse impact was the only principle considered even though there was ample evidence that Duke Power knew the impact that high diplomas and cognitive tests would have on Blacks. We think there is good reason to believe that most companies today are trying their best to be efficient and fair at the same time, but they get no credit for that in an adverse impact case. On the other hand, particularly in police and firefighter cases, unions insert arbitrary rules in collective bargaining agreements that, arguably, favor one group over another. These are two different types of “motives,” but they are treated the same in adverse impact cases.

However, that said, the solution Scalia proposes incorporates an argument that, for all intents and purposes, was made in *Wards Cove v. Atonio* (1989) and struck down by Congress in CRA-91 (that the defense to adverse impact would be the same as the defense to disparate treatment). Wow! Just what we need: a constitutional battle between Congress and the Supreme Court.

There is an anomaly here as well. In *Meacham v. KAPL* (2008), the Supreme Court ruled 5–4 to incorporate adverse impact into the ADEA, albeit under different rules than for Title VII. In that case, Justice Scalia was the only one who favored using the EEOC rules for Title VII in age discrimination cases. The anomaly is that he was one of the five in the majority. It seems strange to favor Title VII rules in age cases and, at the same time, question whether adverse impact is a valid principle under the Constitution.

Justice Ginsburg's Dissent

The dissenting Justices agreed with the district court conclusion that “intent to remedy the impact of a promotional exam *is not equivalent to an intent to discriminate against nonminority applicants.*” When compared to the majority opinion, the dissenting opinion almost reads as a different case along multiple dimensions. For example, the dissenting justices took into serious consideration the history of discrimination against minorities in municipal fire departments and in New Haven. In fact, Ginsburg’s opinion opens with the following:

In assessing claims of race discrimination, context matters. *Grutter v. Bollinger*, 539 U.S. 306, 327 (2003). In 1972 Congress extended Title VII of the Civil Rights Act of 1964 to cover public employment. At that time, municipal fire departments across the country, including New Haven’s, pervasively discriminated against minorities. The extension of Title VII to cover jobs in firefighting effected no overnight change. It took decades of persistent effort, advanced by Title VII litigation, to open firefighting posts to members of racial minorities.

In essence, Ginsburg and company viewed the situation in New Haven almost as remedial in nature. This context has implications for determining which burden should be applied in the justification of race-conscious decisions. Although the dissenting justices point out that *Ricci* is not an affirmative action case, they suggest that *Ricci* is more similar to a set of affirmative action case law as compared with the equal protection case law that acts as the foundation of the majority opinion. This case law focused on situations where disparate treatment and affirmative action programs were at odds, including *Johnson v. Transportation Agency, Santa Clara Cty.*, (1987). Specifically, the dissenting justices write:

This litigation does not involve affirmative action. But if the voluntary affirmative action at issue in *Johnson* does not discriminate within the meaning of Title VII, neither does an employer’s reasonable effort to

comply with Title VII's disparate-impact provision by refraining from action of doubtful consistency with business necessity.

Relatedly, Ginsburg included a section on the appropriateness of the strong-basis-in-evidence standard endorsed by the majority. The dissenting justices traced the history of the strong-basis-in-evidence standard used in equal protection cases, pointing out that these cases focused on set asides and absolute racial preferences in school districts and contractor selection. Specifically,

The Court's standard, drawn from inapposite equal protection precedents, is not elaborated. One is left to wonder what cases would meet the standard and why the Court is so sure this case does not....The cases from which the Court draws its strong-basis in-evidence standard are particularly inapt; they concern the constitutionality of absolute racial preferences. See *Wygant v. Jackson Bd. of Ed.*, 476 U. S. 267, 277 (1986) (plurality opinion) (invalidating a school district's plan to lay off nonminority teachers while retaining minority teachers with less seniority); *Croson*, 488 U. S., at 499–500 22 (rejecting a set-aside program for minority contractors that operated as “an unyielding racial quota”). An employer's effort to avoid Title VII liability by repudiating a suspect selection method scarcely resembles those cases. Race was not merely a relevant consideration in *Wygant* and *Croson*; it was the decisive factor. Observance of Title VII's disparate-impact provision, in contrast, calls for no racial preference, absolute or otherwise.

Thus, the dissent concluded that the strong-basis-in-evidence standard was inappropriately applied by the majority and instead endorsed a lighter “reasonableness” burden closer to affirmative action cases under Title VII.

With regard to justifying the decision to set aside the promotion results, the dissent and majority agreed that the combination of a 4/5th rule violation on the pass/fail rate of the test and an inexorable zero for Black promotions was compelling evidence of prima facie disparity regardless of the standard used. However, the justices disagreed on job relatedness and reasonable alternative justifications, in part because they considered different information in addition to using different standards. Recall that the results of a proactive adverse impact analysis were essentially the justification articulated by the city; however, information on job relatedness and reasonable alternatives expanded after litigation started and until oral argument in front of the Supreme Court. Remember, there was never an adverse impact case to which to refer back.

As described above, the majority considered only the adverse impact, job-relatedness, and reasonable alternative information that was available to the city before they made the decision to throw out the promotion list. The dissenting justices, on the other hand, considered a set of additional information *gathered after the decision* was made to throw out the promotion list and up until the oral argument in front of the Supreme Court. This included the brief written by the five SIOP Fellows and other resources that identify (a) some

“fatal flaws” of the tests and (b) assessment centers as a reasonable alternative to written job knowledge tests for the jobs of interest. Ginsburg also cited various textbooks and scholarly articles from the personnel psychology literature. Specifically, the dissent identified the following flaws in the test and promotion process:

- The city used an arbitrary 60% written/40% oral weighting scheme that was specified in the collective bargaining agreement 2 decades ago. In addition, characteristics of the collective bargaining agreements do not shield Title VII requirements;
- An important ability, command presence, was not measured by the tests. The dissent cited a baseball analogy from other case law to exemplify this issue: Boston Chapter, NAACP, 504 F. 2d, at 1023. (“[T]here is a difference between memorizing...*fire fighting terminology and being a good fire fighter. If the Boston Red Sox recruited players on the basis of their knowledge of baseball history and vocabulary, the team might acquire [players] who could not bat, pitch, or catch.*”)
- As described by the five SIOP Fellows, the rank order “rule of three” decision-making process the city used for promotions was not supported by statistical evidence.
- As described by the five SIOP Fellows and the personnel psychology literature, assessment centers are a known and reasonable alternative in the context of selection for upper level firefighter jobs.
- In the nearby city of Bridgeport, CT, there is a substantially higher minority percentage in lieutenant and captain positions, and Bridgeport more heavily weights the oral portion of their promotion test relative to the written portion. Thus, a change to the weighting scheme of the test could be a less adverse and reasonable alternative.

Based on the above information, the dissent concluded that the city did not discriminate by throwing out the promotion results because in reality (a) the promotion tests were flawed and (b) there were likely reasonable alternatives available (e.g., an assessment center). Thus, the decision to throw out the results was justified.

There are a few other points to note in the dissenting opinion. First, the justices devote some time responding to the concurring opinion written by Justice Alito. Ginsburg and company question the facts of the case presented by Justice Alito and conclude that political considerations were inappropriately equated with unlawful discrimination. Second, the dissenting justices did note how strange it was that the case was not remanded back to the second circuit, where the lower court would apply different burdens to new context. Specifically:

The Court stacks the deck further by denying respondents any chance to satisfy the newly announced strong basis-in-evidence standard. When this Court formulates a new legal rule, the ordinary course is to remand and allow the lower courts to apply the rule in the first instance. See, e.g., *Johnson v. California*, 543 U. S. 499, 515 (2005); *Pullman-Standard v.*

Swint, 456 U. S. 273, 291 (1982). I see no good reason why the Court fails to follow that course in this case. Indeed, the sole basis for the Court's peremptory ruling is the demonstrably false pretension that respondents showed "nothing more" than "a significant statistical disparity."

Lastly, like in the dissenting opinion in *Ledbetter v. Goodyear Tire* (2007), Justice Ginsburg questions the "*staying power*" of the ruling, essentially suggesting that Congress should reverse the decision. However, in *Ledbetter* there was a single and simple issue (i.e., the timely filing period of a compensation claim) to reverse via statute (i.e., the Ledbetter Fair Pay Act). As this article shows, the *Ricci* ruling is complex, and we don't think this is a ruling that can be easily reversed via statute. Perhaps the strong basis in evidence burden could be removed in favor of a lighter reasonableness burden described above, but there may be too many moving parts in *Ricci* for statutory reversal.

Conclusions

We think it's necessary to try to differentiate the legal implications associated with *Ricci* from some of the more sensationalized reactions. Of course, cases like *US v. New York City CSC* (2009) that interpret *Ricci* precedent (or don't) will clearly help with this distinction. In addition, there are some major practical implications for I-O psychologists and organizations that use I-O psychologists. As noted in the amicus brief by the five SIOP Fellows, I-O psychologists are an important resource for organizations dealing with test validation. Perhaps the dissenting justices framed the "why" best: "*This case presents an unfortunate situation, one New Haven might well have avoided had it utilized a better selection process in the first place.*" One lesson in *Ricci* is to use us and to use us the right way. In other words, organizations should get I-O psychologists involved early on in the test development process and make sure that I-O psychologists are involved throughout the process until adequate research has been conducted and employment decisions based on assessments are being made in reasonable ways.

For example, if the city had allowed a content validity report to be written as initially intended, perhaps the strong basis in evidence burden would have been met.

As another example, consider *US v. New York City CSC*, where the CSB started with input from a well-known I-O psychologist but chose to go it alone in doing the job analysis and developing the test. That likely contributed strongly to their loss in that case.

In addition, quality control is important, and technical review committees like the independent "blue ribbon panel" used to oversee the test development process in cases like *Hayden* are a strong example of leveraging independent I-O expertise to produce legally defensible selection procedures. The New Haven CSB would have been well served to have a similar independent panel of I-O psychologists that evaluated the test development process from begin-

ning to end (really from selecting the winning RFP to overseeing validity documentation, employment decision making, a consideration of reasonable alternatives, etc.). This quality control is particularly valuable in situations where litigation is commonplace.

Of course, a successful technical advisory committee requires a group of I-O psychologists to agree on a test development and validation research agenda, which doesn't always happen in practice. However, assuming that members of a technical advisory board come to general agreement, this quality control would likely establish a "strong basis in evidence" for all actions taken. Indeed, such a panel would likely have helped the New Haven CSB to consider weighting, cut scores, and alternatives with less impact much earlier in the process. Again, it might have also led to discarding the test before it was administered.

Although a technical review committee provides quality control during all phases of the development process, evaluating the adequacy of an already developed assessment program may also be a valuable service to organizations interested in understanding the adequacy of their selection procedures before it is challenged in court or in an OFCCP audit. This post hoc assessment is often referred to as a human resource program audit. In this context an objective third party with I-O expertise can evaluate the adequacy of assessments and research on those assessments using a set of evaluation criteria. For example, the *Uniform Guidelines for Employee Selection Procedures* (UGESP, 1978) could be used as a model for assessing the adverse impact of a selection procedure, as well as whether validity research meets various technical standards. Likewise, SIOP's *Principles* could be used as evaluation criteria. At the end of the audit, recommendations can be made regarding any additional validation research, refinements to the assessment, search for alternatives, and so on that may be necessary to buttress the adequacy of the HR process.

Proactive HR audits were a topic discussed in multiple presentations at the most recent SIOP conference in New Orleans and consistent with the take home message of those presentations; the *Ricci* ruling can indirectly be interpreted as endorsing stringent audit processes. Recall that the city essentially conducted a proactive HR audit (e.g., adverse impact analyses, job-relatedness and reasonable alternative considerations via CSB hearings). This evaluation was the information evaluated by the majority of justices, who concluded that this evidence was not compelling enough to justify cancelling the promotions. Of course, the information that the city chose not to document or collect (i.e., a content validity report documenting the test development process) could have made all the difference. Regardless, had the city asked for more complete validity research and a more focused "quality control" audit from an objective party, perhaps problematic test characteristics would have been revised. Of course, it might have also led to strong evidence that justified discarding the test before it was administered, and *Ricci v. DeStefano* would have been a minor footnote in case law.

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A grayscale advertisement featuring a world map in the background. In the foreground, the silhouettes of six business professionals (five men and one woman) are shown standing in a row, facing forward. They are reflected on the surface they are standing on. The woman is in the center, holding a briefcase.

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How I Stayed Sane During the Tenure Process

Sylvia Roch
University at Albany

Last April I served on a panel titled “How I Managed the Tenure Process and Remained Reasonably Sane: Dos and Don’ts as a Junior Faculty” at SIOP’s Fourth Annual Junior Faculty Consortium organized by **Mark Frame**. My fellow panelists were **Adrian Thomas** from Auburn University and **Stephanie Payne** from Texas A&M University, both also in psychology departments. Given that the tenure process is a topic of utmost concern to any untenured faculty, I thought that the discussion might be relevant to many. Thus, to summarize our discussion on the panel, I asked my fellow panelists to answer four questions (see below) regarding their experience during the tenure process, and I thank them for their responses. I am also including my own responses. I should qualify our responses, however, by saying that our responses are colored by the institutions at which we sought tenure and are more reflective of research institutions than teaching institutions. That is not to say that much of the advice is not universal (it is) but that some of the advice is colored by the criteria at our respective institutions. Below are the questions and our responses.

Top 5 List of “Dos” for Tenure

Adrian Thomas:

1. *You have heard it before, publish (and get grants) or perish.* Publications are the academics version of idiosyncrasy credits. Build up your quality and quantity of pubs, and you are probably in pretty good shape. If you don’t build up your publication record, then not much else matters.
2. *Keep good records.* Everything counts for something. This seems to especially be the case once your dossier is in front of someone not from your area of specialization. Keeping good records also helps you keep your research plan in mind and keeps you well organized. Finally, it will greatly ease the stress experienced in putting your dossier together that last semester.
3. *Control the “controllables.”* We all have issues with colleagues, chairs, disgruntled undergrads, and pampered graduate students. The more time you worry about departmental policies and interoffice politics, the less time you spend doing research. Same goes with “unfair” reviewers or editors.

All you can control is doing quality work and submitting manuscripts. So submit manuscripts and revise manuscripts when given the opportunity.

4. *Make contacts with individuals who can write your letters for tenure.* Do not underestimate the importance of the letter writers. Review for journals, meet and greet at SIOP, network. Do whatever you have to do to make contacts with individuals who can write you impressive letters.

5. *Always remember it is an election of sorts.* Not all people voting on your tenure will be I-Os with a background in performance appraisal. They may very well base their vote on how nice you are, how you get along with others, or who you eat lunch with. Be nice and play well with others.

Stephanie Payne:

1. *Prioritize based on what you think has the best chance of publication in a top-tier journal.* In other words, spend your time on your best, most rigorous studies and papers. This may mean that some other projects that may have a home in lower tier journals will have to be put on the back burner for a while.

2. *Align yourself with good people.* This includes informal mentors that you can bounce questions off of and ask to read your papers before you submit them, collaborators/coauthors who are motivated to publish (maybe seeking tenure themselves), and students who are smart, talented, and motivated.

3. *Don't jeopardize your health.* You'll never be productive if you are sick. Eat well, exercise regularly, and get some sleep.

4. *Seek and foster supportive relationships.* I was fortunate to have a very supportive husband who was very understanding during those peak times and looming deadlines. He helped tremendously by cooking dinner, taking care of our children, and listening to me gripe.

5. *Protect your time.* I heard this a lot and didn't really understand or appreciate it until I had a few years under my belt and more and more people were demanding of my time. It's okay to be selfish and say no to service requests or other things that are not going to help you get tenure. Block out time in your calendar for you to write and do what you need to do and "protect that time."

Sylvia Roch:

1. *Familiarize yourself with the promotion criteria at your university.* It is essential that you understand the criteria for tenure at your university. Take every opportunity to familiarize yourself with the criteria; read any available documents, attend informational sessions, and talk to senior colleagues.

2. *Have a mentor who is willing to be your advocate.* It does not matter if the person is a formal or informal mentor, but it is important to have someone in your corner who can not only guide you through the process but also serve as your advocate.

3. *Maintain your research pipeline.* If you are at an institution that values research, it is important that you keep your research pipeline flowing. It helps to have projects at every stage at any given time.

4. *Schedule research time and protect it.* It is too easy for the day-to-day teaching and administrative demands to “eat away” at research time. Put research time on your weekly schedule and treat it as you would any other time commitment (don’t schedule anything during that time, etc).

5. *Have your own stream of research.* When advising graduate students on their theses and dissertations, it is easy to put your own personal line of research aside for the graduate student-driven projects. However, often graduate student projects are not as successful as the ones that you personally design and direct (after all, theses and dissertations are supposed to be learning experiences).

What Not to Do (“Don’ts”)

Adrian Thomas:

1. *Don’t go through it alone.* Find a mentor. There are people on any campus that have a vested interest in your success. They might include your chair, your program director, the chair of the search committee, or some random faculty member from a different discipline.

2. *Don’t take work home.* Well, don’t take work out on the people at home. Have some stress reducers away from work and occasionally go on vacation without that laptop. See the spillover model of stress, the burnout literature, or simply watch how many of your colleagues get divorced during the tenure process.

3. *Don’t continue to live the lifestyle of a graduate student.* Sleep right, eat right, and take care of yourself physically. You will need that extra energy.

Stephanie Payne: I tended to stay out of the department politics and kept my nose to the grind. I didn’t feel I had time for gossip or rumors and tried to remain neutral on any controversial issues.

Sylvia Roch: If your first position is not a good fit, do not stay in the position. Do not be afraid to move. It is important that you have the resources and environment that you need to succeed. If after a few years, you realize that this is not the case, it is time to change positions. Second, do not underestimate the importance of the goodwill of your colleagues. It is important that your fellow colleagues like you and see you as an asset to your department.

How I Stayed Sane During the Tenure Process?

Adrian Thomas: I am probably not the appropriate person to answer this question. Fact is due to losing this battle early in my career, I considered leaving academics at one point. I discussed my career options with Nam Raju, my graduate advisor. In typical Nam fashion he advised me to “do good work that matters” and to “remove tenure as a goal.” He correctly pointed out that I did not choose an academic life to “get tenure.” I went academic because I wanted to be around eager young people, mentor students, and conduct research on questions in which I had a burning interest. Nam’s advice was that if I do that then tenure should take care of itself. And, he was absolutely right. Once I removed tenure as a goal, I actually enjoyed being a college professor again.

Stephanie Payne: I worked as hard as I could so that in the end I could say that I gave it my all. If that turned out to not be good enough, at least I wouldn't find myself regretting that I didn't put in enough effort. I also reminded myself I could likely find another job in academia, research, or practice, so if I didn't get tenure, it would not be the end of the world.

Sylvia Roch: Two years before my tenure material was due I married someone who not only had two children (ages 6 and 8 at the time) but they lived with him full time. So, my life changed almost instantly from unlimited work time to one balancing the fulltime demands of a family with two children. Needless to say, work time became a scarce resource. I do not regret my decision, and looking back, I think that the need to balance work and family helped keep me sane. As my husband likes to point out, my publications greatly increased after marrying him (of course, quite a few of the projects were in the pipeline before my marriage). However, I do think that after my marriage, I became much more focused and efficient during my work time and, in general, used my time better. And, having another aspect to my life helped to keep the importance of tenure in perspective; my life would not end if I did not receive tenure. So, my advice is to have a life outside of work, regardless of whether it is establishing a family, pursuing a hobby, and so on. It will give you balance and perspective.

Any Other Advice or Concluding Words?

Adrian Thomas: When administrative things start getting us down, **Dan Svyantek** and I are quick to drive around town in Auburn until we find someone out laying brick in the 100 degree Alabama heat. That helps us realize how much we really do love our jobs. Keep in mind as you go through the process that we have the best job in the world, and enjoy every day that you are fortunate enough to be a professor.

Stephanie Payne: As one of my mentors told me, "Work hard and play hard!" Also, be efficient. Submit a paper to a journal just before you go on vacation. That way, work will still be getting done on your research while you are getting some much needed R&R!

Sylvia Roch: If you do not receive tenure, it does not mean the end of your academic career. There are quite a few successful academics who did not receive tenure at their first institution.

As a last word, I would like to add that tenure does not need to be a painful process (aside from writing the statements and collecting the needed material). We have all heard the horror stories, but for every horror story, there are many academics that successfully go through the process without problems. Personally, I was surprised how relatively painless the process was (aside from the anxiety) and after talking to others, I have the impression that this may be the norm. However, a painless tenure process does not make for a good "story," so we are less apt to hear about these cases. So, do not panic—just try to meet and, if possible, exceed your university's criteria, and you should be fine.

PRACTITIONERS' FORUM

Judith S. Blanton
RHR International



This column we will highlight a number of SIOP Fellows who are practitioners. They work in a variety of settings, including a consulting firm, a law enforcement agency, and major corporations. Their jobs illustrate the varied contributions to the field provided by Fellows who have gained their Fellow status through contributions to practice. Despite the fact that three of five professional members of SIOP are practitioners, they represent only one of five Fellows. The Fellowship Committee is actively encouraging the nomination of practitioners to help correct this imbalance and to recognize the excellent work of our practitioners members. The criteria for Fellowship are the same for all members, but the way that nominees demonstrate unusual and outstanding contributions to I-O psychology takes into account the nature of their professional role. Please see the SIOP Web site for details (login, click on the Members tab, then click on Fellows). The official call for nominations goes out in August with a due date of November 1 for application materials and support letters.

SIOP Fellow Jeff McHenry

Fellow Jeff McHenry is a practitioner who works as general manager of Leadership Development and Recruitment at Microsoft. Jeff is an excellent example of an I-O psychologist who moved into leadership and administrative roles, managing psychologists and other staff, including those with MAs in I-O and OD. His experience as a practitioner doing hands-on I-O work has led to roles where he plans, supervises, and evaluates the work. His work is quite varied but currently focuses on three large initiatives: (a) leadership continuity, (b) leadership development by supporting senior leaders who are confronting big challenges and transitions, and (c) ongoing improvement and integration of high-potential development programs.



Leadership Continuity (Talent Management)

Jeff and his team are working to integrate the work of executive recruiting and talent management in a powerful manner. Microsoft's internal people research has shown that leadership needs vary across job families. For example, marketing leaders must have deep marketing expertise as well as business and organization leadership skills. Engineering leaders must understand technology deeply and be able to lead large-scale software development. Rather than one large pool of leaders, Jeff's team identified six leadership talent pools that comprise 80% of Microsoft leadership roles. Using workforce planning

tools, Jeff and his team are assessing the depth of talent in each pool and making “build” and “buy” decisions. In talent pools where there is little depth, the executive recruiting team is working hard to build leadership capacity through hiring. In talent pools where there is greater depth, the focus is on how to move existing talent through job assignments in a way that broadens their business perspective and grows their leadership capability.

Leadership Development

In many companies, the approach to leadership development is to create a “mini-MBA” or standardized leadership training curriculum that all leaders attend. Microsoft has taken a different approach, providing just-in-time leadership support to leaders in the midst of challenging situations. As a starting point, Jeff assembled a small team including I-O psychologists and MA level staff with I-O and OD degrees to identify critical leadership challenges at Microsoft. Using data from business strategy reviews, talent reviews, a critical incident study, ratings of leadership competencies, management feedback ratings, and other sources, the team developed a list of 17 leadership challenges. This list was taken to business and HR executives, who identified four leadership challenges and two types of leadership role transitions that were top priority for leadership development. Offerings are now being developed to help leaders successfully address these challenges and to help ensure that they learn effectively from their experience. These offerings include leadership team and OD interventions, action learning, coaching, feedback and assessment, and classroom training.

High Potential (HiPo) Programs

At Microsoft, divisions have historically been given the opportunity to run their own development programs for early career high potentials. At one time, there were more than 25 different early-career, high-potential programs, each with some uniqueness, but all of them overlapping about 75% in terms of content and approach. This approach was not cost effective and did not take advantage of “best practices” in different divisions. About 4 years ago, Jeff initiated a project to standardize early-career, high-potential development in Microsoft’s field sales and services division. Now, 4 years later, almost two-thirds of the company has embraced this program. To get to this point, Jeff and other leaders on his team leveraged their I-O and OD learnings about change management, facilitation, and teamwork/collaboration to secure support for and involvement in the change. Today, Jeff and his team are working with the remaining groups within Microsoft that are operating their own early-career, high-potential programs to create a single, enterprise-wide approach. The HR Leadership Team at Microsoft has gone on record supporting this change, but as I-O psychologists understand, successful change management requires more than hoping that employees will comply with a senior management directive. Program managers who are currently running their own divisional HiPo program may resist the change as their programs lose their unique identity, and they no longer have the authority to make final decisions about their program. But their support and engagement is absolutely

critical to the success of the change effort. As this story illustrates, I-O professionals who move into administrative and leadership roles, like Jeff, can draw on their I-O skills and knowledge to help them be successful managers and leaders.

SIOP Fellow Cal Hoffman

Fellow Cal Hoffman's career is a common one for practioners: juggling several different roles. He has a core job as a test development manager with the County of Los Angeles Sheriff's Department but also teaches one class each semester and maintains a private consulting practice. Cal likes this model as it allows him to be involved in a wide range of projects and a variety of organizations and roles. He came to the sheriff's department in 2006 when he took on the task of handling all the development and validation of high-stakes/high-profile promotional exams for sworn personnel (primarily sergeant and lieutenant positions). The sheriff's department had just emerged from 25 years under a federal consent decree related to the sergeant promotional process. During this period, the sergeant exams were handled by consulting companies. Each exam process involved a multiyear and multimillion dollar process. Hiring an inside I-O person (Cal) turned out to be much cheaper and more effective. Furthermore, the exam process he implemented resulted in reduced mean group differences as compared to results achieved under the consent decree. Cal initiated a number of innovations in the way that promotional exams were given. Major improvements included streamlining and moving to electronic methods of doing job analysis surveys and electronic methods for collecting supervisor ratings. He created brief structured interviews patterned after assessment center exercises. He used videotaped role plays of the interview process to train the examiners and improve reliability. Although hundreds of candidates were reviewed, the previous interview format had only one set of questions, which were typically "leaked" so that later applicants had their canned answers ready. Cal and his team developed nine alternate interview protocols that were matched for difficulty as well as being more tightly linked to the job skills required. His team is currently involved in a study to validate minimum educational requirements (such as AA or BA) for various sworn classifications. Published research evidence suggests that law enforcement officers with college degrees use less force and relate better to a wide range of citizens.

Simplification has been a major theme in his work. He has grouped jobs into families, so there is now one test (rather than four). He has streamlined the methods for job analysis, reduced the number of forms needed in assessment processes, and generally made the process much more user friendly. His team has created a number of performance tests for various jobs that range from actual hands-on activities (installing a lock), to a walkthrough performance test of a safety review of a bus used to transport prisoners (using a real bus), to using photographs to identify key equipment or diagnose specific problems pictured in the photograph.



In another role, Cal enjoys teaching such classes as Personnel Selection and Staffing or Psychological Measurement and serving on dissertation committees at Alliant International University in LA. An added benefit of this role has been his ability to identify graduate students who would be effective interns at the sheriff's department. The university has an internal consulting program in which he has participated in such projects as developing a "financial intelligence test" and implementing an employee survey for a high-tech company. In what he calls his "spare time," Cal does independent consulting as well as contributing occasionally to projects managed by Easi*Consult. Cal stresses that these manager, consulting, and classroom roles have allowed him to transfer his learnings from across roles and to apply this knowledge in other settings.

SIOP Fellow Allan Church

Allan Church is vice president of Talent and Organization and Management Development (OMD) at PepsiCo. Allan is another one of the practitioner Fellows who has moved into an executive role within a major corporation. He says that although he still has the impulse to start writing items whenever he is working on a survey project, he has learned to resist this temptation and focus on the larger strategic issues. One of the requirements of his current role is to be able to translate I-O-related content to the business leaders within the company and to ensure that the efforts of the OMD function support the broader business goals. For example, recently he was a member of an insights-driven taskforce, led by his colleague and SIOP Member **Beverly Tarulli**, focused on articulating the HR strategy for PepsiCo for the year 2015. They considered the HR implications for human capital in the future that involve developing processes and offerings appropriate for managing a multigenerational, multicultural, and global workforce with a particular emphasis on Generation Y talent. Currently, they are exploring how to provide "mass customization" in areas such as benefits, processes, and technology offerings and "reconceptualizing work" so that employees have greater choice and flexibility in how they work. These are important issues for talent management but are typically not covered in I-O graduate programs.



This year, Allan and his team (which includes SIOP Members **Erica Desrosiers**, **Christopher Rotolo**, and **Jessica Saltz**) have also been responding to the concern of feedback response burden but perhaps not in the way that is taught in graduate school. A paradoxical sign of the success of an I-O practitioner's efforts in having our employee opinion surveys, performance management tools, 360-degree feedback surveys, talent assessment reviews, and other initiatives accepted by companies is the genuine risk of manager and employee overload. Given a change in the overall development strategy and a new set of core processes, when planning for 2009, Allan and team were faced with a choice: (a) Have all of these processes administered at different times of the year (essentially being back to back), or (b) bring at least the developmen-

tal feedback processes together into one administration window. In collaboration with the division heads of OMD they chose the latter approach and integrated and launched a single-feedback Web site in the summer. This site provided a single data collection window for three core developmental feedback processes: their organizational health survey (all employees), their upward feedback program for people managers, and their 360/Hogan-feedback process for a select group of leaders. Overall, the single-feedback Web site was a big success for employees (i.e., one place for all their feedback tasks—whether they need to complete just one survey or many). However, neither Allan nor his team (nor their division colleagues) were prepared for the level of systems integration work and data maintenance that would be required during the administration of three different feedback efforts. Who would have thought you would need a degree in IT and HRIS to be an effective I-O practitioner? Allan suggests that, given the increasing role that technology plays in the delivery of I-O tools and processes, graduate programs should be focused on ensuring that students are savvy when it comes to these types of applications.

SIOP Fellow Seymour Adler

Seymour Adler of Aon is another practitioner Fellow. He has an active practice that often involves innovative assessment processes. For example, a few years ago the Federal Bureau of Investigations signed a consent decree to revise its internal promotion processes after being sued by an association of minority agents accusing the agency of discrimination in its promotional practices. Aon was selected as the FBI's partner to create a new system for evaluating law officers for promotion to middle management-level positions. Empirically, there was overwhelming evidence that managerial and leadership skills more than technical skill (e.g., skill in criminal or white-collar investigations) defined success as a manager at the agency. Eight core managerial competencies emerged from the empirical job analysis research, including leadership, interpersonal abilities, planning and organizing, and initiative. The new assessment process was also intended to reduce subjectivity and increase the perceived fairness of the system.

Seymour's team of I-Os at Aon, working closely with the FBI I-O team headed by **Amy Grubb**, developed, validated, and implemented a leadership skills assessment (LSA) program. One of the most fascinating aspects of this work was the opportunity to work closely with veteran FBI agents and supervisors in the design of the simulation exercises based on real-life incidents. Several versions of the LSA were designed, each comprised of multiple role-play scenarios and background materials that allow the participant to prepare for and perform in the live exercises. The logistical requirements were demanding. Candidate agents reside across the country and overseas. With increased counterterrorism responsibilities, it was important to minimize agents' time spent off duty to participate in the assessment process. A solution was the virtual assessment cen-



ter. The LSA is administered to the candidate from a secure location by telephone. The local FBI official registers the candidate and assigns codes so the identity of the candidate is not known to assessors. Candidates receive background materials for the simulation that include the bureau's mission statement; an organizational chart; a roster with descriptions of the squad members they are supervising; and emails, reports, and telephone messages pertinent to the LSA exercises. Their "morning's schedule" includes scheduled calls: coaching of a subordinate, discussion with a peer to reassign squad members to a new division, and a call dealing with the media. There is also an emergency, unscheduled contact with a subordinate calling for guidance. There is a final debriefing call with the "manager's" supervisor. All exercises are conducted through telephone interaction with three to five assessors situated at a central operations center in Long Island.

The model allows for the benefits of unbiased, anonymous assessment in a timely and cost-effective manner while maintaining strong psychological fidelity to the nature of the target jobs. Scores on each dimension are generated mechanically by the automatic averaging of 58 ratings provided by independent assessors across multiple exercises. Assessors rely on evaluation standards set by FBI subject-matter experts who scaled the effectiveness of every behavior for every relevant competency for each exercise. The process includes monitoring of assessors and several quality control methods. All quality assurance data are used to provide feedback and coaching to assessors.

According to Seymour, several key factors are required for the success of a major undertaking of this scope and importance. (a) Buy in to the process must be high level and broad. In this case, FBI senior leadership enthusiastically supported the process. Legal, human resources, and employee associations were involved throughout. (b) Consultants designing the process need access to knowledgeable job experts to assure that simulation scenarios are realistic without being excessively technical. Exercises must capture the agency's culture, and assessment guidelines must reflect the organization's standards. Here, experts coached the assessment team on the context, culture, and language of the agency on an ongoing basis. (c) Program design must reflect the exigencies of implementation. Here, close cooperation between the design and implementation teams, between the Aon and FBI teams, produced a tight partnership that enabled implementation against an imposing array of logistical challenges.

The work of these four SIOP members provide just a few examples of the broad contributions that our practioner fellows are making to the field. The Fellows Committee welcomes the nomination of practioners and is committed to recognizing the importance of their work to I-O psychology.



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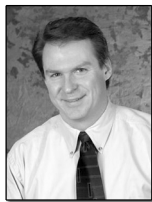
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MAX. CLASSROOM CAPACITY

Marcus W. Dickson
Wayne State University

I saw a sign in a classroom the other day that said “Maximum Classroom Capacity: 35. Clearly, the sign was about how many students are allowed to be in the classroom at any one time—useful information for people scheduling classes for a university.

But it got me thinking in another way—what’s MY maximum classroom capacity? In other words, what is the most—the most content knowledge, enthusiasm, experience, pedagogical knowledge, developed classroom philosophy—that I can bring into my classroom when I teach? What can I do to increase my maximum capacity in the classroom? Where would I turn for assistance in doing so?

That’s what this *TIP* column is going to be about. There are many excellent columnists in *TIP* who address issues of practice, various aspects of academic life, court rulings, history, and many other interesting topics. In this column, we’re going to focus on the classroom and other settings for student learning. I’ll try to highlight resources you might not have known about and will ask guest columnists to share their thoughts on teaching. We’ll focus on I-O, HR, OB, and related topics, and both the undergraduate and graduate levels, but always our focus will be on students in classes and how we can increase our maximum classroom capacity.

I’ve been doing a column for *TIP* (**Good Science—Good Practice**, with **Jamie Madigan**) for a few years now, and **Wendy Becker** asked me to consider taking on this new column about the I-O classroom. (That column is still going strong, with **Tomas Giberson** taking over my role there. Be sure to check it out in this issue.) I was excited about the prospect of this new column because, as with many of you, classroom teaching at graduate and undergraduate levels has been an important part of my work for many years. I’ve had the privilege of serving SIOP as member and then chair of the selection committee for the Distinguished Contributions in Teaching Award, and I am currently serving as the chair of SIOP’s Education and Training Committee where I work with **Mikki Hebl** (E&T chair-in-training) and **Jim Outtz** (Instruction and Education officer) on education issues. So I-O education is something I have a passion for, and I look forward to interacting with so many SIOP members who share that passion.

There are two issues I’d like to get some feedback on right off the bat. The first has to do with the issue of adjunct teaching in I-O psychology. Colleges and universities, facing budget crunches, are moving more and more towards

having adjuncts teach many (mostly undergraduate) courses, and faculty unions all over the country have decried this movement on the grounds that adjuncts are exploited with very low pay and have less opportunity to be effective because of fewer resources (e.g., offices, support staff, tenure) available to them, and that ultimately, students suffer. But I-O has always been a somewhat more specialized field than some of our fellow disciplines in psychology (e.g., developmental, social), with fewer people having experience in I-O that would prepare them to teach it. So let me ask, to what extent are I-O courses being taught by adjunct versus full-time faculty where you are, and what is the impact of that? Is there something SIOP should be doing to be active on this topic? Is there “crash course” material to provide to non-I-O folks teaching I-O, or are the adjuncts teaching I-O courses trained in I-O to begin with?

The second (and somewhat related) topic is targeted toward graduate students teaching I-O courses. Given that I-O is an inherently applied field, and that many of the students taking undergraduate I-O courses have substantial work experience, what challenges do graduate students face in teaching I-O courses effectively, especially when their work experience is limited? What strategies have graduate students found to be effective when teaching workplace topics when they themselves may have less applied experience? (Of course, not all graduate students have limited work experience, but many do, and that’s the focus of this question.)

In future columns, I’ll focus on some of the initiatives from the Education and Training Committee, including the SIOP Teaching Aids Wiki (headed up by **Julie Lyon**; <http://siopwiki.wetpaint.com/>) and the efforts of the Study Abroad Subcommittee (headed by **Bill Attenweiler**) to promote international experiences for I-O graduate students, especially. Some of the recipients of the SIOP Distinguished Contributions in Teaching Award may also grace these pages as guest columnists (expect a phone call, you know who you are).

Reaching me is pretty easy. I am at marcus.dickson@wayne.edu, or you can give me a call at 313-577-0753 if you’d like to chat about issues affecting our max. classroom capacity. I am looking forward to hearing from you with your ideas for columns, your questions to pose to the *TIP* readership, and the challenges you face in the education part of your jobs.



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SPOTLIGHT ON GLOBAL I-O



Lori Foster Thompson¹
North Carolina State University

Greetings, *TIP* readers, and welcome to the October edition of the **Spotlight** column! Well, the deadline for SIOP submissions has recently come and gone. For some, it's now just a matter of waiting and wondering if the hours spent toiling over a beloved symposium or poster proposal will bear fruit. Are you looking for something to take your mind off of your proposal's impending fate? If so, this column is for you! This issue of the **Spotlight on Global I-O** offers an excellent overview of the past and present state of I-O psychology in the country of Greece. Read on for an informative account of our field's development in a truly historic corner of the world.

History and Development of Industrial Work & Organizational Psychology in Greece



Ioannis Nikolaou and Maria Vakola
Centre of Research in Organizational Behaviour & Leadership
Athens University of Economics and Business, Greece



Aristotelis Kantas (not pictured)
University of Patras, Greece, Retired

Greece is situated at the southeast of Europe. It has a very long and widely known past, making it one of the most historic countries in the world. The contemporary era of Greece began in the 1820s. Following the war of independence, Greece became an independent country in 1832. Greece is now considered a developed country. It is a full member of the European Union (EU) since 1981 and until very recently it was the only EU state in the Balkans region.

Short History of Psychology and I-O Psychology in Greece

The study of psychology from a philosophical perspective dates back to the ancient civilization of Greece. Some people consider Plato and Aristotle among the fathers of psychology. The more recent development of the field in Greece more or less followed the advancement of psychology in the rest of

¹ As always, your comments and suggestions regarding this column are most welcome. Please feel free to e-mail me: lfthompson@ncsu.edu.

Europe. During the 19th century, the influences of philosophy and pedagogy in Greek psychology were considerable.

The early era of the field began in the 1920s with the establishment of the first psychological research laboratory at the School of Philosophy, University of Athens, by Professor Th. Voreas (Kazolea-Tavoulari, 2002). Nevertheless, the development of the field was very slow, at least until 1987 when the first department of psychology was established at the University of Crete, Rethymno. Until then, if someone wished to study psychology s/he had to study abroad or in local “universities,” which operated as branches of second-class British or U.S. universities. Following the establishment of the first psychology department, three more departments of psychology were created, two of them in Athens (University of Athens and Panteion University) and one in Thessaloniki (University of Thessaloniki). They all offer majors in psychology. There are also three more departments in the field of philosophy and education, which offer minors in psychology. However, their graduates cannot practice psychology according to the law.

The development of work and organizational psychology has its roots in the armed forces. We trace the first attempts of applying psychological principles at work to the Greek Army during the 1910s (Kazolea-Tavoulari, 2002). Similar to the U.S. and the UK, psychological testing was applied for the selection of air pilots. After World War II, these attempts increased with the establishment of research centers and educational activities in the Greek armed forces in order to deal with applied psychological problems (e.g., selection, assessment, leadership, motivation, etc.).

Education and Research

As earlier mentioned, there are four departments of psychology in Greece. The duration of undergraduate studies, for most degrees, is 4 years. It is very common for Greek graduates to continue their studies, obtaining a postgraduate degree (usually a 1-year master’s degree) from a university either in Greece or abroad (mostly in the UK). This is almost mandatory in psychology because the undergraduate studies do not provide any kind of specialization, and in order to obtain a specialization one has to follow a postgraduate degree. The four departments of psychology organize a number of postgraduate degrees in various fields (e.g., clinical, health, counselling, school, cognitive, etc.). The only postgraduate degree in I-O psychology available in Greece is the master’s degree in organizational and economic psychology, which is jointly run by the departments of psychology at the University of Athens and Panteion University. Unfortunately, it is short staffed. There is only one I-O psychology visiting professor teaching, and most of the courses have a theoretical and practical orientation geared towards social psychology.

The first faculty position in work and organizational psychology was established at the first department of psychology in Rethymno and was occu-

pied by the first well-known I-O psychologist in Greece, Professor Aristotelis Kantas. His influence on the field in Greece was significant. He was the first academic representing Greece in EAWOP (European Association of Work & Organizational Psychology; the European professional body of I-O psychologists) and ENOP (European Network of Organizational Psychologists). His textbook, first published in 1995, is still the main (if not the only) I-O psychology textbook used for undergraduate and graduate teaching. Following his footsteps, a number of his students have acquired significant academic or industry positions in the field. Sadly, Professor Kantas retired from academia recently.

Very few I-O psychology faculty positions exist in Greek universities today. Currently, there are only three I-O faculty members based in psychology departments (two at the University of Crete and one at the University of Thessaloniki). The two psychology departments of Athens operating the master's program in I-O psychology (mentioned earlier) do not have any permanent I-O faculty members. One reason could be that there is a perception among psychology faculty members that I-O is not really an independent field of study but rather a component of applied social psychology. Therefore, I-O psychology is often taught (if at all) as part of an advanced social psychology course. Accordingly, the respective faculty openings are in social/organizational psychology. For example, two of the existing faculty positions at the University of Crete and University of Thessaloniki are in the area of social and organizational psychology. Although this is common in other countries as well (e.g., Spain), it has not really seemed to help the development of I-O in Greece.

Another obvious reason for the preceding challenges involves the historic shortage of faculty with graduate education in I-O psychology. Very few people until now have obtained a PhD in I-O either in Greece or abroad. However, this is slowly changing. It should also be noted that a small number of I-O psychologists are based in business schools, where they teach I-O psychology, organizational behavior, and human resources management. Almost all undergraduate business-related studies entail courses in HRM and/or organizational behavior, and a few years ago the first and so far the only master's in HRM was established at the Athens University of Economics and Business. Contrary to the departments of psychology, Greek business schools have realized the necessity of recruiting I-O faculty members in order to teach and conduct research in the field. As a result, I-O is now a core area of research and study in most large Greek business schools.

Overall, research in the field of I-O psychology is at a relatively early stage of development. A major reason is the limited opportunity for research funding. This is a general problem for scientific research in Greece. As a result, most I-O psychology graduates interested in following an academic career have to continue their studies abroad, either in the UK or the U.S. (and recently the Netherlands as well). In a similar vein, there is a lack of peer-reviewed scientific psychology outlets in Greece. There is only one journal,

called *Psychologia-Psychology* (indexed in PsycInfo), which is well-respected among the Greek psychological community. However, it very rarely publishes I-O research. Regardless, most I-O psychologists prefer to publish their work in foreign peer-reviewed journals, mainly because of their increased visibility and scientific impact. A number of publications on I-O psychology topics from researchers based in Greece have recently appeared in prestigious journals (e.g., *Journal of Applied Psychology*, *European Journal of Work & Organizational Psychology*, *International Journal of Selection and Assessment*, etc.). These efforts, however, tend to be carried out by a handful of people. Finally, a small number of I-O psychologists based in Greece have also become active in European and U.S. I-O conferences, participating and presenting their work (e.g., at SIOP, AoM, ICAP, EAWOP, etc.) and initiating research programmes in I-O psychology in Greece (e.g., Centre of Research in Organizational Behaviour and Leadership at the Athens University of Economics and Business; <http://crob.dmst.aueb.gr/>).

Professional Practice

The practice of I-O psychology in Greece is tightly linked with both the development of the psychology field in general and also with the development of the human resources management (HRM) field in particular. The graduates of psychology departments are entitled by the Greek legislation to practice psychology (even without any official specialization). Thus, one can practice clinical psychology–psychotherapy and at the same time offer services in work and organizational psychology. This is a very serious problem. Unfortunately, the official state does not seem willing to take any steps in order to deal with this. The situation gets worse by the existence of three different psychological associations with conflicting interests in many cases: the Association of Greek Psychologists, the Panhellenic Psychological Association, and the Hellenic Psychological Society. The first two are mainly professional whereas the latter is mainly academic, since a PhD in psychology is a requirement for membership. Unfortunately, there is no professional body representing I-O psychology in Greece. Within the Hellenic Psychological Society there is a division of I-O psychology. However, it is inactive with very few members. A lot of the practicing I-O psychologists prefer to become members of the SHRM equivalent in Greece, the Greek Personnel Management Association (GPMA). Compared to its alternatives, GPMA tends to be more active and more effective in terms of professional networking.

Similar to other countries, I-O psychology in Greece is primarily an applied field of practice. Most I-O graduates are employed in private organizations mainly and in public organizations as well. The economic growth during the 1990s and until the 2004 Olympic Games assisted in the recruitment of large numbers of I-O psychologists, either within organizations' HRM departments or as HR/OD consultants for recruitment agencies, consulting

firms, training companies, and so forth. Thus, Greek I-O psychology graduates are often employed in positions related to selection, assessment, and testing. Unfortunately, the lack of accreditation in I-O psychology also creates problems regarding sensitive issues, such as the administration, interpretation, and feedback of/on psychological tests.

The Future of I-O Psychology in Greece

Greece has not only grown economically in the past few years, but it has also undergone important social, political, economic, and cultural changes. For example, almost one in ten Greek residents today is either an immigrant or from a non-Greek national origin. Psychology in general and I-O psychology in particular have been influenced by these changes but have yet to make an impact. We are optimistic about the future of I-O psychology in Greece, mainly from a professional point of view. Greek businesses have now realized the importance of human capital and the role that psychology can have in enhancing business performance. As a result, more companies have started asking for and will continue to seek the advice of well-trained I-O psychologists with a strong business sense. From an academic point of view, things will only look more promising when I-O psychology is considered an independent field of study and a major area of research and study both at the undergraduate and the graduate levels.

Concluding Editorial

So there you have it—an enlightening synopsis of I-O psychology in Greece to divert your attention from that conference proposal you just submitted. Speaking of which, I've heard that in ancient Greek civilization a "symposium" was a practice that nearly always involved libations, along with a healthy dose of intellectual debate and lounging around on couches (Nazaryan, 2009; Sansone, 2009). If you ask me, it's really no wonder why this custom morphed into its modern-day format. As if having Socrates in the audience wouldn't be nerve wracking enough, imagine trying to click through your PowerPoint slides while propped up on one elbow with a glass of wine in your hand. Sounds tricky.

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Practicing Interdisciplinarity: The Benefits of Bridging Gaps Within the University and Beyond

Katina Brynn Sawyer
Pennsylvania State University

As graduate students in I-O psychology, we often ask ourselves what we have to offer to practitioners, to our universities, to our colleagues, and to the world at large. Although we know that each of us possesses a special set of skills, we often struggle with how to communicate the value of these skills to others. Thus, in this issue's **Tip-Topics**, I propose that one of the best ways for us, as I-O psychologists, to spread our knowledge to others is through effective cross-disciplinary collaboration.



L to R; back row: Scott Cassidy, Patricia Grabarek, Shin-I Shih, Lily Cushenbery, Christian Thoroughgood; Front row: Amie Skattebo, Katina Sawyer, Rachel Hoult, Joshua Fairchild

As a dual-degree PhD student in both I-O psychology and women's studies, I have ample experience working across disciplines. This program requires me to complete core coursework in both departments and to complete a thesis and a dissertation that combine literature from both disciplines in order to make a substantive contribution to both fields. Although I-O and women's studies are often incongruous, each discipline offers much in the way of informing the other on important topics that are relevant to both. So, I have put great effort into discovering ways in which I-O can inform women's studies and vice versa. Although I find my particular dual degree to be very fulfilling (and I urge others to engage in I-O-women's studies collaborations), I think that my experiences can generalize to almost any cross-disciplinary coursework or research. Thus, although I will be using examples from my personal experience, it is my hope that this column encourages cross-disciplinary work for graduate students across the board, no matter where their particular interests might lie.

One reason I strongly recommend cross-disciplinary work is that it forces us to translate what we do in the field of I-O (and why we do it) into plain English. People are often surprised to learn that my career goals include applied work. Why have a dual degree (especially in a nonempirical, theory-laden field such as women's studies) if my goal is to become a consultant? For me, there are multitude ways in which future applied practitioners can benefit from cross-disciplinary work. When potential employers ask me why I feel that a dual degree is valuable, I point out that consultants are constantly being asked to explain complex research designs to clients who are unfamiliar with our methods. As such, successful translation is a crucial compo-

nent of being an effective consultant. If a client doesn't know what you're selling, chances are they aren't buying. Therefore, in order to be effective, we also have to be honest with ourselves. We use a TON of esoteric jargon. It's not by any fault of our own but rather a byproduct of the fact that we are constantly surrounded by scholars with similar interests. Cross-disciplinary coursework gives excellent practice in translation because there are many cases in which you are the only person in the room who understands what I-O psychology is and why it is valuable. For example, in my first women's studies course, I was giving a presentation about a lab study I had designed to measure gender bias in promotion decisions. Following the presentation, a fellow student raised her hand and asked, "I understand everything, except for the part about the confederates." Realizing that she thought I was talking about history, I was able to go back to the drawing board. As a new consultant dealing with a client, however, I may not have had a second chance to explain myself. Through my cross-disciplinary coursework and research, I have had the opportunity to see the need for and practice my ability to translate what an I-O psychologist does and how it gets done. This opportunity has been personally rewarding and has resulted in a general awareness of when I'm expressing myself clearly and when I'm not—a simple, but surprisingly valuable skill. In my opinion, this skill is one that all graduate students should have practice with, and cross-disciplinary work is a great avenue for doing so.

In addition to improving our ability to communicate outside our field, cross-disciplinary work provides one with a greater appreciation for what scholars within and outside our field know. I have found many similarities between what we study as I-O psychologists and what others study in a variety of disciplines. Interestingly, for example, I-O psychologists have something in common with feminist geographers. I realized this during one of my interdisciplinary courses when a colleague explained that many geographers study the intersections of location and identity (e.g., where can a person safely "be" a mother, a woman, a homosexual, a poor person, or a person of mixed race, for example). To me, this question is not so different from asking, "How do my personal characteristics affect my ability to perform under particular circumstances?", a question that we, as I-O psychologists, ask quite often. Our colleagues are constantly studying interesting and exciting things that can help to expand the impact and value of our own research. The best part of all is that this exciting work is happening right now, on our own campuses, in buildings surrounding our own. Even better, all of this up-and-coming research is right at our fingertips with just a quick search on our university's library database. Finding the similarities between our field and the fields of our colleagues—that is, the threads that bind us to the common pursuit of one broader understanding—can be both refreshing and eye-opening, not to mention that it allows us to speak a multitude of "languages." Being able to speak across disciplines will help us to communicate with a diverse group of colleagues across our universities, as well as among corporations, departments, and work teams.

Third, doing cross-disciplinary work allows us to meet interesting people whom we would not have met otherwise. In the past year, I served as a graduate officer in the Women's Studies department along with four other women. Together, we represented the disciplines of psychology, history, German, curriculum and instruction, and sociology. As officers, one of our duties was to organize the annual women's studies conference on Penn State's campus. As time passed, it was interesting to take note of the specialized knowledge that we each had that enabled us to get the job done. As individuals, we knew a lot, but together we were able to accomplish more than we thought we could, similar to the idea of distributed knowledge (Mohammed & Dumville, 2001; Lewis, 2004). Even better, these women became some of my best friends. Not only have I met great students, but I have also gotten the opportunity to meet fantastic faculty, local activists, and members of other universities who share similar interests. Certainly creating a support network of colleagues (and friends) outside of your home department is beneficial, but, much more than that, it is genuinely enjoyable. Although I have been very fortunate to meet such inspiring people, I don't think that my experience is unique. Every time we reach across boundaries, we break down barriers, increasing network ties and creating opportunities for other graduate students to follow in our footsteps.

Finally, doing cross-disciplinary work allows you to study the things that you are interested in while providing the opportunity to utilize new lenses with which to view the work you do. For example, I have been able to apply a feminist perspective in order to think "intersectionally," that is, to examine the intersections of race, class, gender, and sexuality within my work. Although the statistical measurement of intersectionality presents many challenges (see Warner, 2008 for a best practices guide), I have been able to utilize this perspective in order to have a critical eye when reviewing I-O literature. In other words, the set of questions that I am able to ask about a particular piece of work has changed (for the better, I think). For instance, I like thinking about how findings might be different when participants are Black women as opposed to White women, or Asian homosexual men instead of Asian straight men, or whatever the case may be. These are questions that are, unfortunately, often sacrificed in I-O for higher sample sizes and more generalizable results and conclusions. Another question of interest is which jobs count as "work"; for example, do farming, weaving, or nannying count (see Schein, 2003 for an excellent perspective on this question)? We must remember that we, as I-O psychologists, study psychology in organizations, no matter whether they are traditional or nontraditional. To restrict our focus to the former is to restrict our understanding of organizations and limit our societal contribution as a field. More than anything, applying a feminist perspective to my work has allowed me to realize that we need to think seriously about who we are leaving out of our research and what "silenced" knowledge we may be missing out on because of it. Not only do I think that this is important for the purposes of conducting better research, but I also think that (in an increasingly global economy comprised of a diverse workforce) these findings are of great importance for practitioners as well.

Don't get me wrong, I'm not saying that working cross disciplinarily is always easy. Believe me it can be difficult fulfilling two sets of requirements, making both "sides" happy, and creating a cohesive argument that integrates two literatures that often conflict with one another. However, bridging gaps between areas of research by realizing how each discipline can inform the other can be extremely fruitful. Through this process, we can potentially create new knowledge. It is important to realize that graduate students in psychology are similar to graduate students in other disciplines in at least one major way. We all want to make a contribution to the world by advancing knowledge. We are all interested in finding out under what conditions our assumptions hold and under what conditions our assumptions fall apart. What better way to perform this exercise than by asking someone who has a different set of assumptions? If we as scholars are interested in finding some form of "truth," then it behooves us to band together rather than embark on this difficult quest alone. As scientists, we know that our hypotheses must be testable, so let's start putting our disciplinary assumptions to the test.

In conclusion, although I have used my dual degree with I-O and women's studies as an example, I hope that this article points out the importance of working cross disciplinarily, no matter what discipline one chooses. Stepping out of the "I-O box" allows students to navigate uncharted waters, experience new things, and learn valuable and novel information, all of which helps to create well-rounded psychologists, regardless of whether they become academics or practitioners. Although it is important to work within our disciplinary boundaries and to be able to speak a common language with other I-O psychologists, it is also important that we are able to break down and transcend these barriers in order to learn from knowledgeable others about what they do and how they do it. So, sign up for a course outside of your area, join a cross-disciplinary research lab, or merely strike up a conversation with someone from a discipline you know nothing about. You'll both learn something new, guaranteed.

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**Jamie Madigan
Ameren**

**Tom Giberson
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One of the first things we should do this week is welcome a new co-author here on **Good Science—Good Practice**. **Marcus Dickson** has been contributing since the column's inception, but recently he decided to write a new education-related column for *TIP*. Marcus is a tough guy to replace, but **Tom Giberson** from Oakland University should be up to the challenge. Tom is a recently promoted and tenured faculty member at Oakland University in Michigan, appointed to the School of Education's Human Resource Development program. He came to academia with 6 years of full-time consulting experience and has been involved with or led small- and large-scale interventions with over 35 organizations over the past 13 years. Tom's approach to practice and scholarship blends both the "I" and "O" aspects of our discipline because he feels that whether designing and implementing a selection system or launching new teams—or anything in between—there is a role for both measurement as well as the "soft" aspects of our field in most every intervention. What you will find in the work Tom reviews in this column will typically be efforts that have implications for "what" to do (often the "I" side) but also the "how" to do it (often the "O" side).

Speaking of which, one of the first articles we wanted to talk about deals with a very pragmatic issue that seems so simple that it may get overlooked in your average academic exercise: What do you put on your corporate recruiting Web site? **Phillip Braddy, Adam Meade, Joan Michael, and John Fleenor** (2009) took a bite out of this question by looking at how manipulating things like inclusions of testimonials, examples of corporate policies, and boasts about industry awards on corporate Web sites could affect applicants' perceptions of nine aspects of organizational culture: innovation, emphasis on rewards, supportiveness, outcome orientation, attention to detail, team orientation, aggressiveness, decisiveness, and diversity. Pulling together a research plan from the relevant parts of signaling theory and the attraction–selection–attrition model, the researchers in this piece also explored a partial mediated-moderation model between culture perceptions, person–organization fit perceptions, and organizational attractiveness. The authors' hypotheses were generally supported, revealing that yes your choice of pictures, testimonials, and other recruiting information on your corporate Web site really does matter, and you should think carefully about it. Further-

more, the support for the partial mediated-moderation model means that candidates with a thing for innovation or diversity (for example) will react all the more strongly to relevant content on a recruiting Web site. So if your aim is to attract those candidates, it's even more important that you tailor your messages along the lines highlighted in this research.

What we liked about the Braddy et al. (2009) paper was that it looked at a very practical question in a scientific way and offered a few suggestions of value to anyone trying to do something I-O psychologists aren't necessarily frequently called upon to do: fill all that blank space on the "Jobs" section of a corporate Web site. It's also worth noting that this research relates in a way back to a paper by Van Hoy and Lievens (2009) that we highlighted in the last issue of **Good Science—Good Practice**. This paper found that word of mouth "advertising" in the recruitment process affected organizational attractiveness, particularly when presented early on. It's not hard to see where the manipulation of testimonials in the Braddy et al. study overlaps with this concept, as testimonials were manipulated to affect perceptions of an organizational culture supporting things like innovation, outcome orientation, supportiveness, attention to detail, team orientation, and diversity. It's always nice to see independent researchers covering some of the same ground in different ways and coming to some of the same conclusions.

The second article that we wanted to focus on this time around deals with the practical question of how to help employees learn from mistakes within the organization. This is of particular interest to "high-reliability" industries like aviation and health care where mistakes can not only cost but kill. There has been a fair amount of research done on the topic of learning from mistakes, both within the field of I-O psychology and outside of it, but Carmeli and Gittell (2009) looked specifically at how relationships between coworkers lead directly to feelings of psychological safety and indirectly to the act of learning from failures.

In two related studies the researchers specified a model where the expectation that you can express yourself without fear of retribution (i.e., psychological safety) mediates the impact of high-quality relationships (in terms of shared goals, shared knowledge, and mutual respect) on the act of learning from mistakes. In other words, people who get along well form relationships that facilitate speaking up about something unpleasant, which then leads to learning how not to repeat mistakes in the future. Although the role of psychological safety was dropped from a complete mediator to a partial moderator once all data analysis was done, it still did have an effect, and most of the model was supported.

What's novel and practical about this research is that it focuses on the relationships in an organization. Managers have a bit of a road map if they are interested in fostering both psychological safety and learning from mistakes. High-quality relationships in this model are described as those where people share goals, share knowledge, and exhibit mutual respect. This can be particularly hard where status differences define boundaries between mem-

bers' roles (think about surgeons/nurses in an operating room or pilots/navigators a airplane cockpit), but it does highlight a few specific screws that can be turned to tighten up the interactions between them.

In a recent research report in the *Journal of Applied Psychology*, Colbert and Witt (2009) entice us with what is perhaps the question in leadership research, "What role does leadership play in influencing effective employee performance?" A tall order for any research program, much less a single study; however, the authors do a good job of bringing together several complimentary theories to provide us with some useful applications. We like this study in the context of practice because it focuses specifically on factors that we are fairly adept at measuring for selection purposes (personality; Conscientiousness) as well as leader behaviors, which we can also measure and select for and/or train incumbent leaders to engage in.

Trait activation theory (TAT; Tett & Guterman, 2000) suggests that behavioral expression of personality is more likely when situational cues are present sympathetic to their expression and when expression of those behaviors is valued by others (e.g., supervisors). The authors used TAT to suggest that leader behaviors that communicate organizational goals and suggest consequences for performance in comparison to these goals ("goal-focused leadership") serve as situational moderators that help to explain the connection between worker Conscientiousness and performance. Conscientiousness has been consistently found to be the personality trait most related to performance. Workers high on this trait tend to persist longer to achieve goals and are typically more reliable and organized than those lower on Conscientiousness—behaviors any supervisor or organization values. Supervisory behavior was the "situational cue" of interest because supervisors are typically responsible for communicating, clarifying, and aligning individual and unit goals with larger organizational goals.

The authors found that goal-focused leadership behaviors moderate the Conscientiousness–performance relationship. Thus, the extent to which leaders (here, supervisors) provide goals and expectations tied to larger organizational objectives, higher Conscientiousness employees tend to express behaviors consistent with that trait. This study focused on very specific types of leadership behaviors—there are likely others that activate Conscientiousness-related behaviors—and utilized a relatively small sample in a single organization and industry. However, the author's hypotheses followed from several complimentary and sound theories, suggesting the results would likely generalize—all things being equal.

As we mentioned above, this study provides several guides to practice. First, consistent with previous findings, employees higher in Conscientiousness tend to be better performers than employees lower on this trait. Second, hiring high-Conscientiousness employees is not enough; based upon the results of this study, organizations need to provide an environment that sup-

ports expression of behaviors consistent with Conscientiousness. Goal-oriented leadership behavior appears to be one situational cue that can trigger behaviors consistent with higher levels of Conscientiousness. A third notion is consistent with my own experience in the field. We have spent hours and hours with organizations who have worked with other consultants to implement goal-setting programs (such as MBO, or simply setting goals with or for employees). The typical program we've seen consists of the infamous SMART goals, wherein the consultant and organization spend months crafting the perfect goal statement with no effort spent on how to measure and provide feedback on goal progress. We have often had to "sell" the notion that the "goal effect" isn't going to come from a perfect goal statement but rather from the behavioral system of setting goals, establishing consequences, and providing feedback. Colbert and Witt (2009) remind us of this important point throughout the piece and hopefully will encourage practitioners to design more complete goal-setting interventions, and also to help to "sell" our science and experience to improve performance.

The next article we'd like to briefly touch on is by Chiaburu and Byrne (2009) in the *Journal of Business and Psychology*. This piece addresses antecedents of organizational citizenship behaviors (OCBs)—or behaviors that are not role specific or part of a formal job description, but contribute to individual, unit, or organizational effectiveness. OCBs and similar/related concepts have received quite a bit of attention for several decades (at least since Barnard, 1938), and the definition, conceptualization, measurement, and so forth have been debated ever since. OCBs "matter" for a variety of reasons; to name a few, employees who engage in OCBs tend to demonstrate higher levels of altruism, Conscientiousness, and involvement—in short, they tend to be better employees.

Previous research has identified several attitudinal antecedents of OCBs, such as satisfaction, commitment, justice, and so forth. Chiaburu and Byrne (2009) were interested in examining not only attitudinal antecedents but also employee–organization relationship factors, such as trust and "employee exchange ideology" to better understand OCB behavior. One's exchange ideology can be thought to exist along a continuum from "strong" to "weak." To the extent an employee believes that there should be a clear quid-pro-quo payback from their efforts, we can say that employee has a "strong exchange ideology." Such individuals will be less likely to freely provide OCBs than individuals possessing a "weak exchange ideology," as such a belief system is more consistent with giving without expectation of clear payback. In short, the authors were interested in understanding the conditions under which employees view OCB-type behaviors as in role versus extra role. In other words, some employees don't view OCBs as OCBs at all, rather, such employees view "above and beyond" as part of their job, and such factors as trust in the organization and employee's exchange ideology were hypothesized to be related to OCB role definitions.

Based upon 204 participants at administrative, line, and supervisory levels in a single organization, the authors found that the more employees “trust” the organization, the more likely they were to view OCB-type behaviors as in role. The authors also found that the stronger an employee’s exchange ideology, the more likely they were to define OCBs as beyond their role; thus, weaker exchange ideologies were related to more expansive self-defined work roles. The authors addressed three additional hypotheses; however, we think these first two have some clear implications for practice. First, organizations—specifically the people in organizations, such as supervisors—should engage in behaviors that inspire trust in the organization, if the organization is interested in encouraging OCBs. In our experience, fairness and justice are keys to building trust with employees, as are open and honest communication—all of which good supervisors should be demonstrating and which can be hired for and/or trained and encouraged. Second, to the extent that an individual’s exchange ideology can be measured, perhaps it could become part of selection criteria. This, of course, begs the question: If we hire based for OCBs, aren’t we defining them as “in role” and therefore not above and beyond? Finally, this work provides additional arguments for upper management for supporting a healthy and positive relationship between organization and employee—it isn’t just a nice thing to do; developing trust and fairness in the workplace can contribute to a healthy bottom line.

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Science–Practice Gaps in Industrial–Organizational Psychology Part II

Rich Cober, Rob Silzer, Anna Erickson¹

Executive Summary

The recent SIOP Practitioner Needs Survey explored the possible “gaps” that might exist between the science and practice of industrial–organizational psychology. Survey responses suggest that gaps do exist in a number of areas. Possible reasons for these gaps include:

- practice may underutilize available science
- science may undervalue innovations in practice
- science may not produce research findings that are relevant to practice
- practice might not provide sufficient opportunities to research relevant issues

Part I of this article (July 2009) presented member survey results related to science–practice gaps and explored the details around those perceived gaps. In Part II, perspectives from a group of experienced I–O practitioners and academics who reviewed the findings of this part of the SIOP Practice Survey are summarized with recommendations on the steps that can be taken to address these gaps and ultimately enhance science–practice collaboration.

Introduction

In 2008, the SIOP Professional Practice Committee conducted a membership survey to better understand practitioner views and needs on a variety of professional issues (Silzer, Cober, Erickson, & Robinson; 2008). The survey was sent to all members, with an overall response rate of 36%. Respondents were divided into four practitioner groups based on self-reported percent of work time devoted to being a practitioner (as opposed to time being an educator or scientist/researcher):

- Full-time practitioners ($n = 612$; indicating 70% or more time as a practitioner)
- Part-time practitioners ($n = 101$; indicating 21%–69% of time as a practitioner)
- Occasional practitioners ($n = 193$; indicating 1%–20% of time as a practitioner)
- Nonpractitioners ($n = 99$; indicating 0% of time as a practitioner)

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Part I of this article (Cober, Silzer, & Erickson, 2009) provided tables and commentary summarizing what survey results told us about the “gaps” of I-O psychology. To further understand the implications of these results, we invited 12 SIOP members, whose professional experience bridges science and practice, to respond to four questions through e-mail and/or personal interview (the final three of which represent the focus of the rest of the article):

1. Based on your experience, do the results in these tables surprise you? Why or why not?
2. What recommendations would you give to the *nonpractitioner* about bridging the gap between science and practice?
3. What recommendations would you give to the *full-time practitioner* about bridging the gap between science and practice?
4. What ideas, if any, do you have for how *SIOP* may be able to facilitate an effective response to these results?

Comments from the group are summarized in the bullet points underneath each question (which in effect represent sections of response). In some cases, the thoughts included in the bullet points represent a synthesis of ideas, where those ideas shared by our group complemented each other.

What recommendations would you give to the nonpractitioner about bridging the gap between science and practice?

- One relevant question for our field is whether there should really be anyone who considers themselves a “nonpractitioner.” This is why there should be some type of licensure or certification that requires all academics to undergo continuing practical education and collect practical experiences as well as so many hours of work per week of applied work. However, there are significant systemic barriers to progress in this area such as criteria for tenure and journal publication.
- Focus on real-life problems that can be studied with scientific rigor. Practitioners can and should articulate questions they would like answered in ways that lend themselves to scientific study. But if this is done, would nonpractitioners pursue the questions?
- Compile summaries of research findings organized by management issue, perhaps blending a summary of research with the format of a case study.
- Ask “what is the practical implication of what I am studying?”; “Who is going to care about that?” Then actively solicit those companies that either do work in the area or where there are local connections to make them aware of the opportunities of doing research that can also have significant business value. This is done a lot today, but reinforcing this practice is key.
- Ask practitioners to review research questions, surveys, and research method designs before conducting research (be it in organizational or laboratory settings). Practitioner-suggested revisions to surveys or interview scripts have produced some very interesting findings in studies.
- From a systemic perspective there needs to be more flexibility in top-tier

journals as well as in criteria for what is celebrated in academic and professional communities. Do they count toward both tenure decisions for academics but also for decisions like “Fellow” status for our practitioners? With regard to flexibility in top-tier journals, editorial boards and reviewers may consider flexing the rather rigid expectations with respect to theory and the scientific method, the latter of which tends to fit a laboratory model of research better than it does organizational settings.

- Curriculum in grad schools needs to encourage and teach graduate students how to conduct scientifically sound field research in addition to laboratory studies. Further, bring practitioners into the classroom to learn about what is going on in practice (to the benefit of both students and faculty).

What recommendations would you give to the full-time practitioner about bridging the gap between science and practice?

- Practitioners who are making the call for more insight and accessibility to research do need to reciprocate with a readiness to use that information and help support those academics who are doing their best to conduct research that has significant applied value. Closing the gap is as much or more a practitioner responsibility as it is an academic responsibility.
- Set up mentoring and supervision programs for new practitioners. Develop professional standards in areas other than testing. Do not tolerate the selling of scientifically questionable tools and methodologies (respecting the fact that there is a lot of art to the application of our science). Read the journals.
- Formulate questions that scientists can study with scientific rigor in a way that also articulates certain choices that may have to be made to perform the work (that may affect the research methodology/process that can be used to study the question).
- Attend joint forums with scientists in which common interests are discussed and debated.
- Challenge scientists to study things organizations need to know, and utilize what is known to the extent possible in our work.
- Talk to organizational decision makers. Figure out how to make your scientifically sound recommendations as valuable as “best practice.”
- Look outside of just the I-O discipline for good research and value-adding conferences. There is a lot of research in the clinical and consulting psychology areas that have tremendous applied value, particularly for those practicing in the area of executive assessment, coaching, and leadership development.
- Look to universities to create a win-win for clients/companies. Often with successful university collaborations, the methods used for a project are sound, products created are outstanding, students and faculty get data sets for publication and dissertations, and a true win-win can be created all around. The key is that such ventures need to be structured by the company sponsoring a project in such a way that avoids false starts and work can be performed in a timely manner.

What ideas, if any, do you have for how SIOP may be able to facilitate an effective response to these results?

- In making suggestions, there is the assumption that the gap needs to be bridged. However, the culture of journal criteria and review, the culture of SIOP, and the attitudes of researchers and practitioners toward each other can be significant hurdles to closing the gap. Many do not see sufficient motivation on the part of anyone to change. Of course seeing the need for change is a basic condition for these suggestions.

Dialogues, Conference Forums and Research Forums:

- An idea to test the motivation and generate more dialogue: Have an O.D.-facilitated (action learning) workshop...at SIOP to DIA-LOGUE...about the survey findings and develop a realistic and workable action plan (the trick to long-term success is to continue to actively engage both sides of our gap issues in conversation and planning). An early part of the workshop could address surfacing and dealing with assumptions and deciding together (a) the extent to which there is value in closing the gap, (b) what currently inhibits gap closing, (c) in what areas do we see bona fide convergence between science and practice, (d) what currently serves to facilitate convergence between science and practice. Identify a team that will work the issue for an extended period of time. Do some team development.... Finally, use that discussion as a spring board for action learning/action planning.
- Joint forums in which management issues...are addressed jointly by scientists and practitioners (who) would begin the process of creating a collective "mind" in making our work relevant to the world. Right now, we have scientist forums and practitioner forums. Is it possible to change the (conference) format somewhat next year and make available intensive discussions on key organizational issues led by both scientists and practitioners? Such forums have worked very well in university settings.
- Encourage a "science" discussant when conference papers come from practitioners and a "practitioner" discussant when conference papers come from academics.
- SIOP could create a new publication series which is like an *Annual Review of Psychology*, but instead of being organized by research topic and simply reviewing the literature, it would be organized by issue and take an interpreted view of the research literature to inform members on the issue. For example, how should top-level managers be compensated without triggering allegations of greed and unfairness yet still motivating them to perform at high levels and to stay with the organization? What literature informs us on this question?
- Organize an online library of organizational issues so that I-Os who have an interest in an issue could create a group to conduct research or share knowledge gained from extensive experience. By

identifying and joining together SIOP members who have a mutual interest in a specific issue, new knowledge and experience might be created through such an association that could contribute to new approaches to the issue, new research studies, and greater visibility of SIOP in the general public through specific publications and broadcasts by the group to the general public.

- Leverage Webcasts to bring forward academic and practitioner perspectives on issues to a broader SIOP audience.

Directly Facilitate Collaboration and Practice Focus:

- As a community, rally around areas, such as evidence-based management, that help to bridge the capability of SIOP as an organization and community with key business partners such as SHRM. This connection can go a long way toward bridging the gaps and generating new applied questions that need to be addressed by research.
- SIOP can facilitate a most useful exercise of practitioners identifying questions they would like to see answered and for academics/researchers to take a good look at these and ask “why aren’t they being addressed?”...and “What obstacles prevent questions from being addressed (e.g., issues with false starts, contractual limitations, data sensitivity)?” One key boundary condition for successful collaboration between scientists and practitioners is the time it takes to find the right question and relationship. If SIOP can put structure around that process, great value may be had in easing the effort in finding the right relationships and focusing effort on addressing the applied research issues.
- With any science–practice research exchange or forum concept, SIOP should provide support and guidance to deal with the issues that typically relate to false starts. That is, help structure the request for information (RFI) that initiates a dialogue, the contractual issues that typically exist to create a partnership, and how to frame the issues that must be addressed on the academic end with institutional review boards (IRBs).
- Create fellowships sponsored by SIOP to spend 1 year as an internal researcher to a host organization with the expectation of creating “demonstration projects” that show the joint collaboration of scientists and practitioners in a specific organizational setting. Host organizations could be from business, education, or government. The outcome would be to articulate an effective collaboration process (to be copied elsewhere) and ultimately to generate examples of high-value interventions/solutions (which will encourage future collaborations).
- Develop a way to measure science–practice convergence and success. We are a profession heavy in measurement but have struggled to get tangible around measuring progress in the way science and practice convergence, or lack thereof, contribute to and advance the field.

Support Standards That Promote Effective Practice by All Types of I-O Psychologists:

- Promote those practitioners and practitioner projects that take a more scientific approach, particularly any projects that are initiated through a SIOP-facilitated channel.
- Require internships and have a supervised practice requirement for all PhDs.
- Enforce the existing standards for training and education in I-O.
- Move to create some type of formal licensure or certification.
- Create guidelines for internships that emphasize both science and practice.

Facilitate Dialogue on Specific, Systemic Issues With the Right Stakeholders:

- Work with journal editorial boards to publish research on practitioner-focused areas.
- The reward system for academics, and perhaps for SIOP as a whole, needs to be reconsidered as the emphasis for advancement on the academic side is on publishing in top-tier journals, and those journals tend to not reward the research efforts that are taking on novel applied questions. The issue then begins to reinforce itself as more publishing begets higher standards for tenure and rewards, which begets more research effort being done in silos, thus creating the gaps that we are so fond of talking about today.
- Do something about teaching management and decision makers that it is more effective to follow practice that utilizes science than practice that doesn't (if this is indeed the case, yet another good research question, albeit a difficult one to study). Two ways to do this: (a) Publish in business journals how to integrate science into common management problems, and (b) hold forums with CEOs to change their opinions about the worth of evidence-based management/scientifically based interventions.

Closing Thoughts

What Is SIOP Doing Now?

SIOP has taken some important steps in recent years on this front. Much has happened because of existing initiatives and because of recommendations resulting from the Practitioner Needs Survey. We encourage members to take advantage of some of the new forums for dialogue and exchanges. Some of the recent or recently announced initiatives include:

- The SIOP Leading Edge Consortium, held each October
- *Industrial and Organizational Psychology: Perspectives on Science and Practice* journal
- The SIOP Science for SHRM series
- *New Science You Can Use*, annual volume
- The SIOP Exchange, for online information sharing and dialogue

Moving Forward

The data from our survey as well as perspectives and recommendations shared for this column provide some clear guidance for opportunities available for creating better science–practice convergence. Both practitioners and researchers need to see the benefits of such convergence. Practitioners need to seek out relevant research and identify means of adapting lessons from the findings that can be applied in organizations and perhaps more actively correspond with those researchers whose work provides advances in practice. Alternatively, researchers and journal editors need to advance theory and research programs with clear implications to organizational practice.

Both the scientific contributions of researchers and the seasoned and innovative insight of practitioners need to be valued. Instead of complaining about the irrelevance of research or the lack of rigor in practice there needs to be greater appreciation for what each side brings to the field and those areas where convergence exists. This should not be a one-way communication from either perspective. Researchers just telling practitioners what to do based on their research and practitioners just telling researchers why the research is irrelevant are not productive ways forward. What is important is the feedback loop and communications between practice ideas and research studies.

One SIOP member summed it up this way:

...When practice is ahead, we need more science to guide it. When science is ahead, we need to integrate more science into our practice. The bottom line to both directives is changing how the public views our work. Namely, management needs to view the scientific soundness of our work as more valuable than “best practice,” and universities and editors of leading journals need to view field research as just as valuable as tightly controlled experiments. Perhaps more important, our Society (SIOP) needs to value the partnership between scientists and practitioners, and not value each separately. We are two halves to the same whole.

We thank the Executive Board for taking the findings of the SIOP Practice Survey as seriously as it has. Recommendations from the original survey report are already in implementation stages as seen by such recent additions to the SIOP Web site like the SIOP Exchange. In addition, the Professional Practice Committee and its various work groups have a number of efforts underway to turn recommendations into action and in some cases consumable product for the SIOP membership.

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Acknowledgements

We would like to acknowledge the contributions of the SIOP members who provided their reactions and insights, including (listed alphabetically): **Cristina Banks** (Lamorinda Consulting LLC); **Dennis Doverspike** (The University of Akron); **David Dye** (Booz Allen Hamilton); **Scott Erker** (Developmental Dimensions International); **Kurt Kraiger** (Colorado State University, current SIOP President); **Cindy McCauley** (Center for Creative Leadership); **Matt O'Connell** (Select International); **Sara Rynes-Weller** (University of Iowa); **Paul Sackett** (University of Minnesota); **Nancy Tippins** (Valtera); **William Shepherd** (Huntington Bank); **Vicki Vandaveer** (Vandaveer Group).

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New Futures for Graduates in I-O Psychology

Stuart Carr
Massey University

Jeff Godbout is a graduate student from University of Baltimore. He speaks on the heels of an international symposium on “humanitarian work psychology” (HWP), hosted by Adrian Furnham at University College London. HWP is a new branch of work psychology that focuses on how organizations (a) mediate between human workers and the social good (anything from climate change to community action) and (b) foster what the International Labour Organization (ILO) calls “decent work” with (c) local stakeholders (what the UN terms “alignment”). Starting with a marketing degree, Jeff worked in commercial real estate then moved into management consulting. In 2006, he began a master’s in I-O at Baltimore, specializing in international business relations and cross-cultural issues. A global trip piqued his interest in the contributions I-O psychology can make in noncorporate work. Today he is an I-O intern with the Global Task Force for Humanitarian Work Psychology, which was set up at the London meeting precisely to promote HWP. Jeff is helping to build capacity for HWP, specifically among students via multimedia channels. Internet, intranet, and a traveling career roadshow will help in charting new future careers for I-O graduates.

Please tell us a little about your understanding of the project.

This project is all about providing students interested in pursuing HWP as a career with clear examples, pathways, and connections that enable them to see a way forward. The focus is worldwide; we want to connect with graduates in all corners of the globe, including lower, middle, and higher income countries. Working with Professor Jane Klobas at the University of Bocconi in Milan, and **Lori Thompson** at North Carolina, we are geared toward connectivity with a wider future career audience through four specific avenues: (a) Facebook, (b) intranet (“Povio”), (c) a Web site (www.humworkpsy.org), and (d) a presentation series. Although there is overlap between 1 through 4, each strand in the nexus has a different purpose and contribution.

Facebook will be used as a tool to connect with the incoming generation of I-O psychologists. With its vast audience, it will play a key role in communicating current events and projects to anyone interested in joining the Humanitarian Work Psychology organization.

The intranet (Povio) was started by Dr. Carr but is now being updated. Povio is an internal e-mail and document-sharing system allowing those

interested in and working on specific projects to communicate through a more personal, direct manner compared to Facebook.

The Web site will share our message to organizations and others interested in learning more. It will also be a hub for all contacts, projects, and research related to HWP.

The presentation series is designed to be a human touch in the multimedia process. Working with universities, personal presentations and meetings with college students will help increase awareness of how I-O psychology is needed in humanitarian work and offers a genuine alternative and complement to services in corporate consultancy and HRM. Students will have an opportunity to ask specific questions and learn what opportunities exist based on their interests and the experiences of others already working in the nonprofit international domain. The series will be presented in both higher and lower income countries, setting the scene for potential career-enhancing exchanges not only between economies but also between sectors (e.g., profit and nonprofit). This will play a key role in helping promote the growth of HWP and its prosocial goals.

Does the psychology of work and organization play a role in the project?

Definitely, because the project is trying to create a system that will educate, motivate, and integrate interested students, while in effect also developing quite literally an organization (albeit loosely coupled) of like-minded people. Research in areas such as organizational development, motivation, and virtual environments will all be particularly helpful. For instance, research in organizational development and motivation can offer information on cross-cultural and diversity issues, organizational structuring, and member motivation. Understanding the relationship between media channels and users is also very important for this project. So research on virtual environments is obviously relevant, too.

What kinds of impact would you like to see from this project?

First of all I would like to see global interest, support, and community grow not only within I-O psychology but throughout other disciplines, humanitarian aid organizations, human rights advocates, and policy analysts...basically anyone that has a presence or interest in humanitarian work. Secondly, we will hopefully see an increased awareness and community among I-O students around the world by motivating them to start getting more involved and in turn increase the number of humanitarian work research and applied projects exponentially over the coming years. If nothing else, this project should increase awareness that I-O psychology has a place in the humanitarian arenas by showing students “that” and “how” an I-O degree has potential that complements—and potentially intertwines with—more traditional career paths (as in my own case, above).

How can I-O psychologists get behind the project?

This project needs those involved in relevant projects and organizations like the Global Task Force on Humanitarian Work Psychology and similar organizations to take time to join the different networks described above and to share their

past, present, and future career learning. I-O psychologists in general will hopefully take the time to learn more and find ways to get involved, whether it is directly contributing to projects such as SmartAid, a virtual training and online support resource for volunteers in the field (Atkins & Thompson, 2009), or simply spreading the word that I-O psychology has a presence in humanitarian work. There will be opportunities for I-O psychologists to take advantage of unique partnerships in research via new networks created by the project, for example, more collaboration between psychologists in low, medium, and higher income countries. Universities too can play a vital role, for example, by offering professors funding towards I-O humanitarian work-related projects and student courses on the topic (we are currently exploring options for video-linked seminars).

What else can the profession do in the future?

The UN Compact with Business (Berry, Reichman, & Schein, 2008) suggests clearly that a more humanistic approach can be “incorporated” into our profession. This does not mean that I-O as we know it will change. Nor does it mean that we should focus solely on humanitarian work. Instead we can view our profession from a new and different vantage point—one that includes humanitarian goals but does not exclude and even perhaps partly builds on the commercial and economic. The profession can also play a huge role in promoting contributions from those outside the mainstream, through helping to increase representation by students, academics, and practitioners from lower income countries. Such processes of alignment and inclusion can be facilitated through exchange programs; internships; collaborative research projects; funding opportunities for students, practitioners, and academics involved in HWP; and the list goes on. Please contact Jeff Godbout with any funding opportunities or project ideas. For those ready to get their hands dirty, we will be posting field projects revolving around topics of personal interest such as aid and development, aid organization structuring, policy development, and other human rights issues. For everyone else, I would simply ask that they review their interests and try to find a way to connect and contribute!

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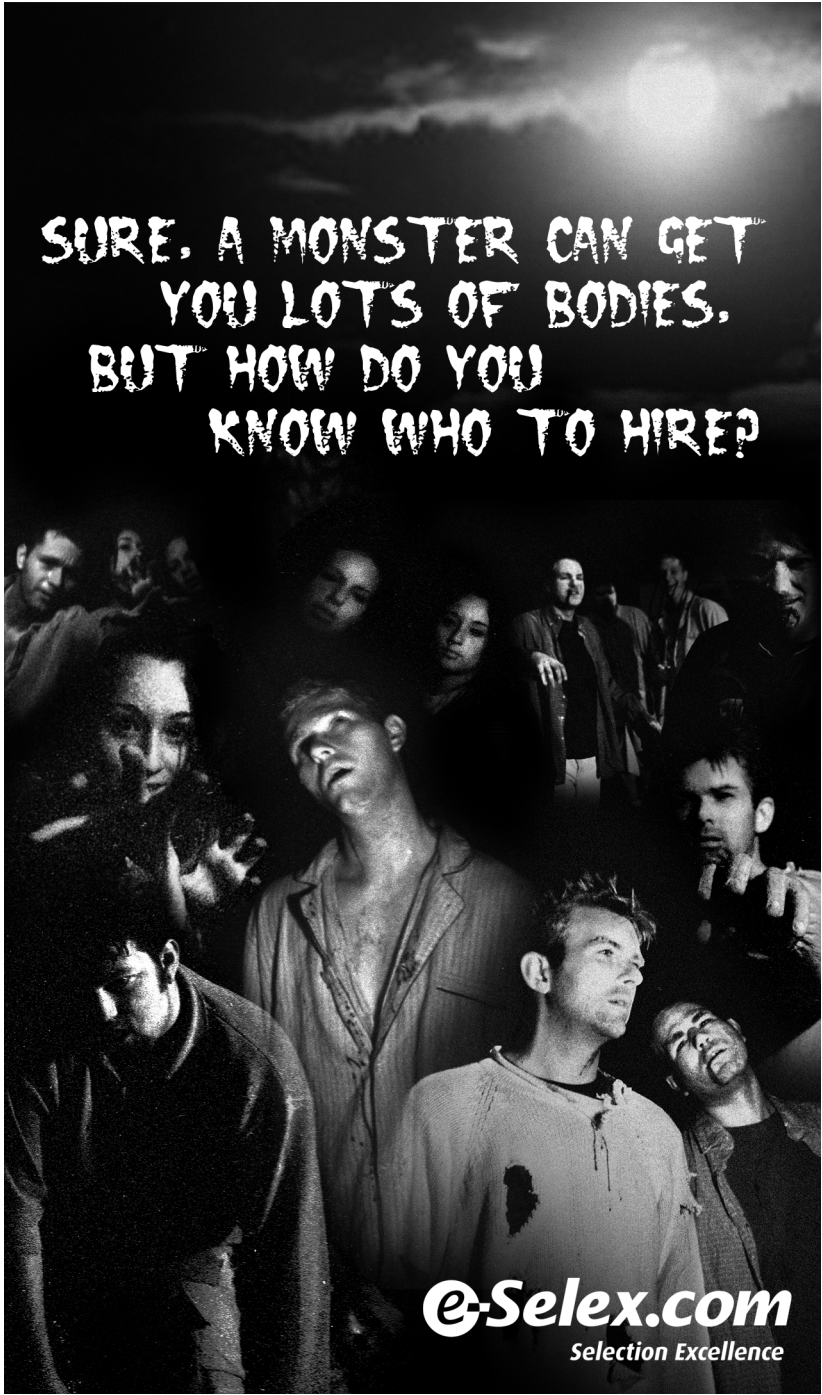
To find out more information on this topic and how to get involved or just share your thoughts, please use the following:

Web site: www.Humworkpsy.org

Facebook: Friend—HWP Network

Povio: E-mail sympa@lists.massey.ac.nz with the subject of your e-mail “Subscribe Povio”

Contact Jeff Godbout: jgodbout06@yahoo.com or (301) 300-7463



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SIOP's Silver Anniversary Join Us in Atlanta for Our 25th Annual Conference

April 8–10, 2010

Preconference Workshops, April 7, 2010

**Sara P. Weiner
Kenexa**

**Julie B. Olson-Buchanan
California State University, Fresno**

The annual SIOP conference is arguably the pinnacle and pivotal annual event for the industrial-organizational psychology community. As conference attendees attest, the opportunities for learning, networking, and advancing our field are truly significant.

The 2010 conference is particularly momentous because it marks the 25th anniversary of the SIOP conference. Below are just a few of the conference highlights that make this a not-to-be-missed milestone!

Submissions

For those who have submitted proposals, the results of the peer reviews will be sent in early December.

Concurrent Sessions

We will have hundreds of peer-reviewed sessions addressing I-O psychology research, practice, theory, and teaching-oriented content. These sessions will be presented in a variety of formats including symposia/forums, roundtable/conversation hours, panel discussions, posters, debates, and master tutorials. In addition, we will have addresses from our SIOP award winners, key committee reports, and an update from the fall consortium: Leading Edge of Selection and Assessment in a Global Setting.

Theme Tracks

Theme tracks will continue—now for the third year. Theme tracks are essentially individual conferences within a conference, delving deep into a cutting-edge topic or trend, and are designed to appeal to practitioners and academics. For each theme there will be multiple integrated sessions (e.g., invited speakers, panels, debates) scheduled back-to-back throughout the day in the same room. Though you may want to stay all day to take advantage of the comprehensive programming and obtain continuing education credits for participation in the full track, you may also choose to attend just the sessions of most interest to you.

Thursday Theme:

Exploring the Potential and Pitfalls of Virtually Connected Work

Vast economic and demographic changes continue to force organizations to rethink policies regarding where individuals work and how they work together.

Recent surveys have indicated that nearly two-thirds of U.S. employees have engaged in virtual work. Although the use of a virtually connected workforce may have organizational benefits (e.g., the search for talent is not limited by location, reduced travel costs, potential for a 24-hour workforce), it also poses challenges (e.g., miscommunication, failure to develop meaningful relationships). Many questions remain regarding how to maximize effectiveness within this context. For example, what is the impact of virtually connected work across different levels of analysis (individual, team, organization)? How are current trends in virtual work, such as telecommuting and social networking, impacting organizational practices? What does virtuality mean in terms of selection, performance appraisal, and feedback mechanisms? What are the mechanisms by which team process and leadership are maximized in a virtual team? What are the critical enablers of effective performance when teams are a mix of colocated and virtually connected members? How can new technologies (e.g., social networking sites, YouTube, wikis, blogs) be used to best promote online education, knowledge dissemination, training, and socialization? This theme track will represent a mix of academic and practitioner views and explore practical challenges, recent scientific advances, and best practices associated with virtually connected work and identify areas where future research is needed.

Saturday Theme:

Reengineering I-O Psychology for the Changing World of Work

Economic turmoil in the later part of this decade has created a set of crises, unprecedented after an era of growth and prosperity. As a consequence, the nature of work and organizations, as we have known them, has changed. How is the world of work changing? How can I-O psychology reengineer itself to offer guidance and drive the agenda for new global growth and revitalization? These theme-track sessions will include a look at future trends, the changing employment relationship, a new perspective on people analytics, personal growth and renewal for I-O psychologists in this time of change, and new ideas in leadership and innovation.

Featured Posters

The featured posters session continues to be popular. We will once again showcase the top 20-rated posters at an evening all-conference reception. Come view some of the best submissions to the conference while sipping drinks in a relaxed atmosphere with the presenters.

Friday Seminars

The Friday Seminars add significant value to the SIOP conference experience. These invited sessions focus on cutting-edge topics that are presented by prominent thought leaders. The Friday Seminars offer CE credits and require advance registration and an additional fee. This year's seminars will present the following topics:

- Proactive Behavior at Work: Applying Positive Psychology to Organizations
- When Begging Is Not Enough: Detecting and Dealing With Nonresponse Bias to Organizational Surveys
- At Odds Over Adverse Impact: Perils and Pitfalls in Statistical Reasoning Involving Discrimination
- Self-Regulation and Older Workers

Master Collaboration Session

Collaboration between researchers and practitioners is critical for informing organizational practice and advancing our theories. To further the collaborations between science and practice, there will be two sessions including a leading researcher and a leading practitioner for the Master Collaboration series. The two sessions are “Collaborating to Drive Safety Improvements at a *Fortune* 500” and “Collaborating to Drive Executive Development.”

Friday Invited Addresses

In our continuing efforts to expand and strengthen the relationship between SIOP and the European Association of Work and Organizational Psychology (EAWOP), Arnold Bakker, President of EAWOP, will join us at SIOP and his invited address is entitled “Engaged Employees Create Their Own Great Place to Work.”

We will also have another guest speaker on Friday to be announced later.

Communities of Interest (COI) Sessions

There will be 12 outstanding Community of Interest (COI) sessions. These are sessions designed to create new communities around common themes or interests. These sessions have no chair, presenters, or discussant. Instead, they are informally moderated by one or two facilitators. These are great sessions to attend if you would like to (a) meet potential collaborators, (b) generate new ideas, (c) have stimulating conversations, (d) meet some new friends with common interests, and (e) develop an informal network with other like-minded SIOP members. Topics for this year’s COI sessions include (one emerging topic will be added later this year):

- Diversity and inclusion
- Current issues in personality testing (e.g., faking)
- Teaching leadership
- Linking I-O psychological principles to the way managers actually make decisions
- Virtual teams
- Technology in the workplace/advanced technologies for assessment
- Multigenerational issues in organizations

- P-E/P-O/P-J Fit
- Bridging the science–practice gap
- Issues in multilevel research
- Executive assessment

Closing Address and 25th Anniversary Reception

The 25th conference will close on Saturday afternoon with a plenary session that includes a very special invited keynote address by noted author and professor Dave Ulrich and the announcement of the incoming president's (**Eduardo Salas**) plans for the upcoming year. Don't miss this opportunity for all of us to come together in one place and hear an interesting, thought-provoking talk that will close the conference with an exclamation point! After the address, we'll head into an elegant, festive, evening reception to celebrate our 25th conference anniversary.

Volunteer Activities

We are very excited to continue our community volunteer efforts at the 2010 conference. The tradition of contributing to the local community started last year in New Orleans where nearly 100 SIOP members helped remodel an elementary school library in the New Orleans Recovery School District. Plans for a postconference volunteer activity in Atlanta are underway. The activities and sign-up procedures will be further described through the SIOP Web site and newsletter.

In addition, we also encouraged donations to the Make It Right Foundation to build homes for Hurricane Katrina victims in the 9th Ward in New Orleans. At the time this article was finalized (July), the total raised thus far is an astounding \$22,000. Let's keep donating and build THE HOUSE THAT SIOP BUILT! To make a donation, go to www.makeitrightnola.org, click "Donate Now," click "Make Donation," complete the requested information, and select "The House that SIOP Built" from the pull-down menu in the Team Sponsored Home Options.

The Conference Hotel

The Hilton Atlanta has been recently renovated and offers excellent conference facilities, sleeping rooms, and amenities. The room rates (\$131/night) are nearly reminiscent of the first conference 25 years ago! The hotel is conveniently located in downtown Atlanta about 15 minutes from the airport, accessible via an easy train ride. There are many restaurants within walking distance. The fitness facility has also been renovated, and there are outdoor and indoor running tracks, tennis and basketball courts, and a pool. Please see the SIOP Web page for details on registering for your room. We encourage conference attendees to stay overnight on Saturday to take full advantage of all the 3-day SIOP conference has to offer.



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Graduate Admissions Deadline: January 15, 2010

Funding and Resources Package

- Academic year graduate assistantships pay \$14,000. Tuition remission and health insurance included. Summer funding available.
- Students receive generous travel and research funding each year.
- Students in good standing continue to receive funding for up to 5 years.
- Fellowships allocated each year.

Research and Practice Opportunities

- Students are encouraged to work with any number of our 14 dedicated program faculty members on research. We also have 10 affiliate faculty members.
- Students provided with a host of practice opportunities through our Organizational Science Consulting and Research Unit. Local internships are common.

Current Students

- We have 20 full-time students that come from around the world with all types of disciplinary and educational backgrounds. Our student body is very bright, diverse, supportive, and highly engaged in the program.

Curriculum

- We have a comprehensive curriculum covering micro to macro Organizational Science topics and providing training in qualitative as well as quantitative research design. Given that we are an integrated interdisciplinary program, students learn a wide range of diverse perspectives on organizational topics.
- A short-term doctoral student study abroad program is being developed.

Location

- The university is located in beautiful Charlotte, North Carolina, a vibrant, green, growing, and diverse community that offers excellent internship and career opportunities in academia, industry, government, and consulting.

For more information including how to apply, visit <http://www.orgscience.uncc.edu>

SIOP 2010 Preconference Workshops

Robin Cohen
The Dow Chemical Company

Save the date! Wednesday, April 7, 2010 is the date for the SIOP preconference workshops at the Hilton Atlanta Hotel. The Workshop Committee has identified a diverse selection of innovative and timely topics to offer this year. See below for a glimpse of the topics and the fabulous presenters we have lined up:

Old Wine in a New Bottle: Communicating HR ROI Through a Risk Assessment Framework. Seymour Adler, Aon; Kevin Kline, FBI. Coordinator: Amy Grubb, FBI.

The Practical Side of Culture: Defining Your Employment Brand, Shaping Your Communications, and Aligning Your Strategy. Anthony Coe, Kenexa; Jeffrey Jolton, Kenexa. Coordinator: Chris Lovato, Kenexa.

Unproctored Internet Testing: What to Consider Before Taking the Leap (To Jump or Not to Jump?). Nancy Tippins, Valtera; Rodney McCloy, HumRRO. Coordinator: Robert Gibby, Procter & Gamble.

Integrating Data and Systems for Improved Organizational Decision Making. Wayne Cascio, University of Colorado; Todd Carlisle, Google. Coordinator: Margaret Barton, OPM.

Maximizing the Value of Executive Coaching Within Organizations. David Peterson, Personnel Decisions International; Nisha Advani, Genentech, Inc. Coordinator: Erica Desrosiers, PepsiCo, Inc.

Moving Beyond Angoff: Options for Setting Cut Scores, Minimal Qualifications, and Performance Standards. Steve Ferrara, CTB/McGraw Hill; Lorin Mueller, American Institutes for Research. Coordinator: Dwayne Norris, American Institutes for Research.

Developing Executives: Learning Agility in an Uncertain Environment. Sandra Shullman, Executive Development Group; Randall White, Executive Development Group. Coordinator: Wanda Campbell, Edison Electric Institute.

Facts and Fictions in Contemporary I-O Psychology. Paul Sackett, University of Minnesota; Kevin Nilan, 3M Corporation. Coordinator: Mindy Bergman, Texas A&M.

You've Got Survey Results. Now What? Using Organizational Survey Results to Drive Change. Jack Wiley, Kenexa; Scott Brooks, Kenexa. Coordinator: Linda Carr, Cisco Systems.

Innovative Techniques for Improving Job Analysis: Leveraging 50 Years of I-O Research and Automation. Elaine Pulakos, PDRI. Coordinator: Cheryl Paullin, HumRRO.

Ethics, Values, and I-O Psychology: Doing Good While Doing Well. Joel Lefkowitz, Baruch College; Rob Silzer, HR Development and Assessment. Coordinator: S. Morton McPhail, Valtera.

Maximizing the Effectiveness of E-Learning: Research-Based Insights and Practical Solutions. Will Thalheimer, Work-Learning Research Inc. Coordinator: Brigitte Steinheider, University of Oklahoma-Tulsa.

It's Not About Facebook: Unlocking the Power of Social Networks in Organizations. Dan Halgin, University of Kentucky; Kate Ehrlich, IBM Research. Coordinator: Michel Buffet, Fisher Rock Consulting.

Going Global: Considerations in Establishing and Managing Global HR Systems. Kyle Lundby, Kenexa; Michael Fetzner, PreVisor; Helen Bradley, A&DC, Ltd. Coordinator: Tim McGonigle, SRA.

Trends in Employment Law: Ricci and Beyond. Kathleen Lundquist, APT Inc.; R. Lawrence Ashe, Ashe, Rafuse, and Hill, LLP. Coordinator: Liberty Munson, Microsoft Corporation.

You do not want to miss the 2010 workshops! They will provide you with a great opportunity to develop yourself (and gain CE credits), to bring back innovative solutions to your organizations, and to network with some of the more prominent professionals in our field. And remember, they are a great value! Please look for the workshop descriptions and presenters' biographical sketches on the SIOP Web site during registration in January.

See you there!

The 2009–2010 Workshop Committee consists of:

Margaret Barton

Mindy Bergman

Michel Buffet

Wanda Campbell

Linda Carr

Robin Cohen, Chair

Erica Desrosiers

Robert Gibby

Amy Grubb

Chris Lovato

Tim McGonigle

S. Morton McPhail

Liberty Munson

Dwayne Norris

Cheryl Paullin

Brigitte Steinheider

Research Funding and Student Support Available for SIOP Members and Students!

Anna Erickson
Questar

Starting Monday, October 5, 2009, we will begin accepting proposals for the Small Grant Program aimed at supporting research conducted by SIOP members in both science and practice, an award for promotion of I-O to the public, and two programs designed to provide support to graduate students.

Small Grant Program. Provides funding for academic-practitioner research; \$20,000 available (maximum of \$7,500 per grant).

Raymond A. Katzell Award in I-O Psychology. This award is designed to recognize a SIOP member who, in a major way, has shown to the general public the importance of work done by I-O psychology for addressing social issues, that is, research that makes a difference for people (\$3,000 award).

Graduate Student Scholarships (GSS). Provide scholarships of \$12,500 to graduate students in I-O or related field; two GSS available (\$3,000), Mary L. Tenopyr (\$3,000), and Lee Hakel (\$3,500).

Leslie W. Joyce and Paul W. Thayer Graduate Student Fellowship. Provides support for graduate students in I-O psychology whose focus is training/development and/or selection/placement; \$10,000 available.

Additional information regarding program focus, eligibility criteria, and submission guidelines for each of these programs can be found in this issue of *TIP* or online at <http://www.siop.org/siopawards/>. Awards will be presented at the 25th SIOP Annual Conference in 2010 in Atlanta.

Proposals can be submitted online at www.siop.org/awardsonline/main.aspx by **December 15, 2009**. Please direct all questions regarding research funding to Awards Committee Chair Anna Erickson, aerickson@questarweb.com.

Call for Proposals for 2010 SIOP Small Grant Program

General Procedures and Policies

The overarching goal of the Small Grant Program is to provide funding for research investigating topics of interest to both academicians and practitioners. Thus, considerable weight will be given to whether the proposal consists of a cooperative effort between academics and practitioners. In addition, the principal investigator of the project must be a SIOP Fellow, Member, Associate, International Affiliate, or Student Affiliate. Proposals submitted with a Student Affiliate as the principal investigator should include a letter of endorsement from a SIOP professional member, preferably the student's academic advisor. In order to ensure that there is a clear commitment of the organizational partner to the research, a letter recognizing this support is required.

In order to encourage wide participation and a large variety of individuals and institutions involved in the program, an individual can only be

involved in one proposal per review cycle. In addition, individuals who received a grant within the last 2 years are ineligible.

Format of the Proposal

The proposal should adhere to accepted formatting guidelines (e.g., APA guidelines) and should include the following sections:

- Abstract
- Literature review and rationale for the project
- Method—including information about the sample, measures, data collection strategies, and analytical strategies
- Implications for both academicians and practitioners
- Budget and justification for expenditures of the award

The proposals should not exceed **10 pages** of text (not including references, tables, appendices). The proposal should be double spaced and use a 12-point font and 1" margins. The proposal must be a single document, either a Word document or a .pdf file, named to indicate the first author, as follows: lastname.doc or lastname.pdf.

All awarded authors will need to certify, by signature or other means, that the research will be carried out in compliance with ethical standards with regard to the treatment of human subjects (e.g., institutional review board or signed statement that the research adhered to the accepted professional standards regarding the treatment of human subjects).

Raymond A. Katzell Award in I-O Psychology Call For Nominations

Evaluation Criteria

The Katzell Award Committee will select a SIOP professional member based on the following criteria:

- The awardee(s) must be a member of SIOP, preferably with a degree in psychology.
- The work shown to the general public must be research based, and its application clearly demonstrated.
- The work must have an impact on society's well-being: for example, making work organizations better places to work, more satisfying to workers, more efficient, or creating a service that is beneficial to the public.
- The demonstration to the public must be widespread, reaching a substantial part of the public.
- If the creators of the work and those who publicized it were not the same, the creators would be the awardee(s). An exception would be the creation of a book, film, or other publication that summarized and popularized a significant body of research and application. In that instance, the creator(s) of that publication would be the awardee(s).

Required Documentation

Nominations for the Katzell Award must include:

- Copies of the publication and documentation of the breadth of distribution
 - Name of the member(s) being honored (e.g., writer, director or producer)
 - For multimedia publications (e.g., video), where video or audio copy is available through the Internet, the Web site where the publication can be viewed should be submitted with the nomination. In cases where multimedia publications are not accessible through the Internet, nominees should submit eight copies of a DVD containing the publication to the SIOP office (SIOP Administrative Office, 440 East Poe Rd., Suite 101, Bowling Green, OH 43402).
-

Graduate Student Scholarships, Mary L. Tenopyr Scholarship, and the Lee Hakel Graduate Student Scholarship Call for Applications

Eligibility

Applicants must be enrolled full time and be in good standing in a doctoral program in industrial-organizational psychology or a closely related field (e.g., organizational behavior) at a regionally accredited university or college. Eligibility is not limited to students in programs located in the U.S.A.

- Applicants must be Student Affiliates of SIOP.
- Applicants must have an approved plan for their dissertation.
- Each program may endorse no more than one (1) student per year. If more than one student from a program wishes to apply for a scholarship, the program must perform an initial screening.
- Applicants who have defended their dissertations are not eligible.
- Applicants must not have previously received a SIOP Graduate Student Scholarship.

Application Procedure

The Graduate Student Scholarship Subcommittee of the Awards Committee will examine all applications for eligibility.

- **12-page maximum** summary of the dissertation research, including an explanation of research design and other important aspects of the project. NOTE: Figures or tables may be included only if they can be incorporated into the twelve (12)-page limit. A list of references should be included with the summary; references will not be included in the 12-page maximum. Summaries should be double-spaced, 12-point font, with 1" margins.
- Two-page maximum curriculum vitae including scientific publications and presentations.

- A letter from the advisor indicating that the dissertation plan has been approved.
- A letter of endorsement from the chair or director of the program in which the applicant is enrolled.

All documentation must be submitted by the applicant and must be either a Word document or a .pdf file.

Leslie W. Joyce and Paul W. Thayer Graduate Fellowship in I-O Psychology Call For Applications

Eligibility

- Recipients of the Lee Hakel, Mary L. Tenopyr, or graduate student scholarships are not eligible for the Joyce and Thayer Fellowship.
- Each I-O program may endorse no more than one (1) student per year. If more than one student from a program wishes to apply for the fellowship, the program must perform an initial screening.
- Nominees meet the following eligibility requirements:
 - PhD student in I-O psychology
 - Specialized in training and development and/or selection and placement
 - Should be committed to a practitioner career as evidenced by work experience and/or a statement of career goals
 - Should have some experience in an applied setting relevant to I-O

Evaluation Criteria

The Joyce and Thayer Fellowship Committee (appointed by the Award Committee chair), will select one Fellow based on:

- The quality of the undergraduate or graduate record, including appropriateness of coursework to specialization in training and development and/or selection and placement
- The quality of the master's thesis or research summary, both scientifically and practically
- The clarity and realism of the statement of goals and aspirations
- Relevance of any applied experience to career specialization
- Appropriateness of faculty recommendations

Required Documentation

Nominees for the Joyce and Thayer Fellowship must submit:

- An official copy of undergraduate and graduate transcripts
- A statement of graduate program goals and career aspirations
- A summary of the nominee's master's thesis or summary of other completed research not to exceed 10 pages (12-point font, 1" margins, double spaced); the proposal must adhere to accepted formatting guidelines (e.g., APA guidelines)

- Résumé that includes work assignments, paid or unpaid, related to I-O psychology
- Letters of recommendation (at least 1 and not more than 3) from graduate faculty
- Letter of endorsement from the university (or department, or I-O area)

All documentation must be submitted by the applicant and must be either a Word document or a .pdf file.

Submission Procedure for All Funding

Proposals can be submitted online at www.siop.org/awardsonline/main.aspx by **December 15, 2009** and must be in the form of either a Word document or a .pdf file. Please direct all questions regarding research funding to Awards Committee Chair Anna Erickson, aerickson@questarweb.com.

Look for These Calls in the Near Future!

Sidney A. Fine Grant for Research on Job Analysis

This grant is for research on analytic strategies to study jobs and is designed to support research that will further the usefulness of analytic strategies to study jobs, especially as to the nature of job content and organizational structures in which work is performed. Award size \$7,500. For more details on this grant, please visit www.siop.org/siopawards/fine.aspx.

Douglas W. Bray and Ann Howard Grant

This grant is designed to support research on assessment center methods as well as research into the development of managers and leaders. The grant may focus on the assessment method (e.g., simulations and other techniques that rely on the observation of behavior), the content area of interest (e.g., managerial career advancement, leadership development), or preferably both. Award size \$10,000. For more details on this grant please visit www.siop.org/siopawards/bray_howard.aspx.

The Dunnette Prize

Marvin Dunnette played many key roles in transforming industrial and organizational psychology from its dustbowl empiricist and technological origins into its present status as a model of science and practice. He is known for his emphasis on individual differences, focus on practical significance, ability to synthesize empirical literature, development of I-O psychologists, and thought leadership. The Dunnette Prize honors living originators of fundamental advances focused on research, development, or application that has expanded knowledge of the causal significance of individual differences. Award size \$50,000.

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(watch website)

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- **Ease of Administration** and **Quality and Variety of Reports** are close seconds.



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APA Future of Psychology Practice Summit: Implications for I-O Psychology

Cristina G. Banks, PhD
SIOP Professional Practice Officer

Joan Brannick, PhD
Professional Practice Chair

Overview

APA President James Bray convened 150 psychologists, members of state psychological associations, and interested stakeholders outside of APA for 3 days (May 14–17) to discuss the future of psychology practice. We were Division 14's delegates to the summit. Needless to say, we were not sure what to expect.

The summit consisted of formal presentations by APA leaders and invited speakers and of small group discussions that focused on strategic topics building upon speaker presentations and moving toward a list of ideas for changing how APA supports psychology practice in the future. The presentations were stimulating and appropriate. Ian Morrison, a futurist from the Institute for the Future, painted a view of the future that emphasized dramatic demographic changes and their implications for society in general. Norman Anderson, CEO of APA, addressed racial and ethnic disparities in the delivery of healthcare and their implications for society. Richard Frank, an economist, focused on financial and economic trends affecting healthcare availability and delivery, and their impact on the future of psychological services. Tillman Farley, a doctor and director of a family of health center serving the immigrant population, discussed integrated healthcare where psychologists are an integral part of the primary care visit. Janet Reingold, president of Reingold, a strategic communications marketing consulting firm, laid out the basics of how to brand (rebrand) a profession. And finally, Elizabeth Gibson, an organizational psychologist, talked through critical elements of change management. These speakers touched on many important issues to consider when formulating a strategic plan for the future of psychology practice.

Small group discussions enabled different groupings of participants to consider a series of questions that would eventually lead to a synthesis of ideas for change. We never participated in the same groups, and groups changed in composition four times to create different interactions and stimulate new thinking. In three of my groups, I was matched with delegates from other divisions, and in one other group I was matched with delegates and guests that had organizational backgrounds. Each group had a different focal topic, and discussion varied widely as a function of both topic and mix of participants. Facilitators and recorders present in each group documented discussions, and at the end of the second day, they shared their notes and impressions to generate feedback presented back to the participants on the third (final) day.

Summit Outcomes

Then came what we were all waiting for: the results of the meeting! Because there was little time between the collection of all discussion comments and the presentation of feedback to the participants, only a brief overview was presented. The common points and trends noted in the discussion groups were the following:

1. *There is an increased need for multicultural competence.* This means that because we are a multicultural, diverse, and global society, we need to broaden our ability to communicate with and serve diverse populations.

2. *Learning and innovation are lifelong endeavors.* All professionals including psychologists have a need to acquire new knowledge and skills on an ongoing basis, and psychologists are demanding training and learning opportunities beyond their formal training in order to keep up with changes in society and the environment.

3. *Technology must be more highly integrated into our practice.* Technology-enabled communications and recordkeeping are now a requirement for psychological practice in order to keep up with the rest of the world.

4. *The future healthcare model is integrated/collaborative care.* This means that psychologists will most likely be better integrated into healthcare delivery in the future (but the medical delivery and reimbursement structure does not support this model at this time).

5. *The future focus should be on overall health/well-being of persons rather than just their mental health.* Maintaining the health of a person should involve all aspects of life that affect health, and mental health should not be considered in isolation.

6. *Prevention of health issues should have more emphasis relative to diagnosis and treatment.* This acknowledges a realization that prevention should play a bigger role in psychology practice than it does now.

7. *There is a need to view ourselves as "boundary crossers."* This means that we can no longer stay in our individual silos and instead should reach out to colleagues in other divisions and even professions in order to work more effectively in our practices.

8. *There is a need for training across disciplines during graduate training.* This is an effort to create more broadly competent graduates of psychology training programs so that psychologists are able to adapt to and work in alternative professional environments in addition to traditional jobs.

9. *There needs to be a focus on community health/public health rather than individual health.* This means that psychologists could be contributing at a broader level and by doing so could have greater impact on the health of society.

10. *There is an increased need for advocacy and public policy efforts.* There needs to be better representation of psychologists in the public arena in order to promote changes that allow psychologists to better serve society.

11. *Practices need to be more mobile across states and across countries.* Current state licensing rules restrict a psychologist's delivery of services to the

state(s) in which he/she holds a license. The reality is, services are very likely to be delivered across boundaries, and current rules do not reflect reality.

12. *We need to move from being internally focused to externally focused.* This means paying more attention to consumers/the public/other external stakeholders when we consider what is a valuable contribution and how to address society's needs.

13. *There is a need to partner and/or learn from others outside our fields and outside psychology.* There is value in learning from others very different from oneself in order to build greater competencies and to be effective in a greater array of environments.

We had our own take aways from the summit that have implications for I-Os:

1. *We are both different from and the same as healthcare psychologists.* The summit reinforced the observation that many of the issues healthcare psychologists are having, such as graduate training, public perceptions of worth, continuous need for professional training, multicultural competence, technology integration, and cross-discipline collaboration, are ours as well. Given the rapidly changing demographics and associated changes in society needs, I-Os need to be prepared to serve these populations competently and in a broad array of environments. Graduate training should include cross-disciplinary coursework and grounding in cultural and ethnic diversity. I-Os also need to think about delivering our services in new contexts—the design and functioning of new types of organizations such as integrated healthcare, virtual networks, and extended enterprises.

But I-Os are different from healthcare psychologists. By and large, we are not funded by reimbursements from managed care providers; we can charge market rates and generally organizations pay us. We can find alternative sources of funding for our work; healthcare psychologists are basically restricted to those who can afford their services. Healthcare psychologists really do have a problem with survival if they cannot find sources of funding other than traditional payers.

I-Os also are very familiar with demographic changes and multiculturalism—we've had to be because our clients ARE diverse. We could be more competent in these areas, however, and we could be better at closing disparities across cultural and ethnic groups in work settings.

2. *We have a role to play in creating a healthier society.* I-Os can work alone on this or in collaboration with healthcare psychologists. Singly, we can examine how we create programs and systems that either promote or reduce employees' health. In other words, are we thinking about the implications of the jobs we help construct, the performance measures we design, the compensation strategies we recommend, and the organizational structures we create on people's stress levels? On their work-life balance? On their ability to eat right/exercise regularly in order to stay healthy? In collaboration, we can make changes in our recommendations and in our design work that promote healthy work habits and maintain reasonable stress levels. Just as ergonomics helped us to design better work spaces to prevent injury, healthcare psychologists can help us design better workplaces to prevent unnecessary illness.

3. *Healthcare psychologists are increasingly likely to enter our work space and do work like us.* Many times during the summit, we heard healthcare psychologists say they are interested in becoming an organizational psychologist (and gain steady employment). Some thought they could walk into these types of jobs without additional training. We already have experience with clinical psychologists functioning as organizational psychologists in organizations, and without training they may “run into trouble” as one of our I-O colleagues put it—legal trouble—by not understanding what they are doing. I am not sure what we can do about that outside of offering the training they need to be successful. We can explain better to the public the difference between a clinical versus an organizational psychologist (hopefully we can). Nonetheless, expect greater migration.

It is clear that I-Os need to create stronger and better ties with APA, state associations, and individual clinical practitioners, and be part of the discussion of the future of psychology practice. This migration is going to happen whether we guide them or not. Perhaps we will get further in our efforts to be heard and recognized when we become part of their future plans. Sitting on the sidelines and complaining about it would be unproductive. Figuring out how each can contribute uniquely to the effectiveness of organizations and the employees who work for them is probably the right step.

4. *I-Os, because of our training and expertise, can broaden our horizons to address big societal issues.* Based on speakers’ presentations and current media messages, there are a number of critical, difficult problems society has to address today and in the near future. Healthcare costs and delivery systems is only one of several crises our nation faces. Global warming, scarcity of water resources, economic disparities, education shortfalls, and many others are issues we actually can assist in resolving. How? Each issue involves organizations that are working toward its resolution. Can these organizations function effectively? Are they led by competent leaders? Are the organizational systems (performance management, compensation, talent management and training) designed properly in order to maximize their effectiveness? Are these organizations capable of lasting organizational change? Do leaders of the change have the knowledge, skills, and abilities to change others behavior significantly? These are but a few of the ways in which we as I-Os can be more broadly involved in societal issues. The summit increased our awareness of the need for our collective participation in national efforts.

Conclusion

APA plans to collect more data at the APA convention in August 2009, analyze the data from the summit and the convention, and then deliver a report to APA in the fall of 2009 that contains future themes/trends and recommendations for the future of psychology practice. Eventually, this information will inform APA’s strategic planning process. Regardless of what happens as a result of the summit, it is clear that SIOP needs to continue to be an active participant in APA’s discussions and plans for the future of psychology practice moving forward.

Rationale and Research Evidence Supporting the Use of Content Validation in Personnel Assessment

Charles F. Sproule
Sproule & Associates

SIOP members may be interested in a new monograph description of content validation available at www.ipacweb.org.

Published January 2009 as a monograph of the International Personnel Assessment Council (IPAC) January 2009, the title is “Rationale and Research Evidence Supporting the Use of Content Validation in Personnel Assessment.”

This article makes a case for use of content validation in personnel assessment and reviews content validation legal requirements, professional standards, and principles for best practice. It describes why employers often rely on content validation. Content valid assessments tend to have lower levels of adverse impact and higher applicant acceptance than more general assessment methods.

Research evidence is presented to demonstrate that across a range of assessment methods, except for general ability tests, direct assessments have higher levels of criterion-related validity than indirect assessment methods. Tests with high content validity are more job specific and thus are more direct assessments. Research evidence is reviewed that demonstrates that more job-specific assessments have higher levels of criterion-related validity than less job-specific measures within the three most commonly used assessment methods (job knowledge tests, ratings of training and experience, and interviews). A strategy involving use of a variety of validation methods is recommended.

Roland Ramsay of Ramsay Corporation found the monograph a “very comprehensive review of content validation, well-researched and documented ... an excellent resource useful to researchers and practitioners.”

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The Coopetition Group Response: “Selection Assessment in Merger & Acquisition Context”

Stefanie Spera
jmspartners, inc.

After the 2002 SIOP convention, a few members started an e-mail group to better connect independent practitioners and small business owners within SIOP. This networking group was dubbed “Coopetition,” reflecting our status as competitors who cooperate. The discussion list approach is easy, and the access to information is quick, like popping into a colleague’s office down the hall. The group has no meetings, no Web site, no leaders. To join, a current Coopetition member simply recommends you to the group.*

For the past 7 years, members have been posing questions and answering them on a variety of I-O practice-related topics: testing, coaching, research, referrals, and opportunities. I recently prepared the following summary for the group, following a question I had posed. It is an example of the group’s collective wisdom and collegiality within 21st century-style networking.

Ten colleagues responded to my request for input about conducting selection assessment in an acquisition context, and I pursued further input with them via phone and/or e-mail. They asked me to play back to everyone what I’d learned. In brief:

- Consider any formal leadership assessment in a presale environment as sensitive and potentially intimidating.
- Take a broad view of the client’s request first. Understand where they are in the acquisition process, and learn their intentions for the acquired business.
- Gauge receptivity to assessment: Is there previous experience that predisposes individuals positively or negatively? “Assessment sets a tone”; it can be perceived as invasive and intrusive, especially if there is no history of assessment in the target company.
- Understand up front how the assessment outcome may impact the acquisition itself.
- Consider informal talent assessment via observation and interviewing instead of formal assessment in the presale phase. It’s less intimidating. Follow with formal assessment of talent in the postsale/integration period.
- Focus on the integration period, and use assessment to help determine who goes where in the new organization. Help the acquiring company use data—from assessment and other sources, for example, performance ratings—in a qualitative way to make placement decisions for the new structure.

*Keith Rettig (krettig@multirater.com), one of the founding members, volunteers his time and resources to provide the technological magic required to add new members and to keep the group functioning.

- Pair leadership team assessment with a culture audit, and use data from both to determine how to facilitate integration (beyond talent and placement decisions to communication and other issues). Use formal assessment as part of a disciplined process to make decisions about who goes where in the new organization. This helps convey a sense of fairness to employees in the target company.
- Always use assessment as a development tool; provide a benefit to employees' individual development regardless of selection decisions.

Many thanks to colleagues **Joseph Abraham, Lucinda Doran, Hodges Golson, Clyde Mayo, JoAnn McMillan, Gail Nottenburg, Lance Seberhagen, Steve Stanard, Dennis Whittaker, and Jon Ziarnik.**

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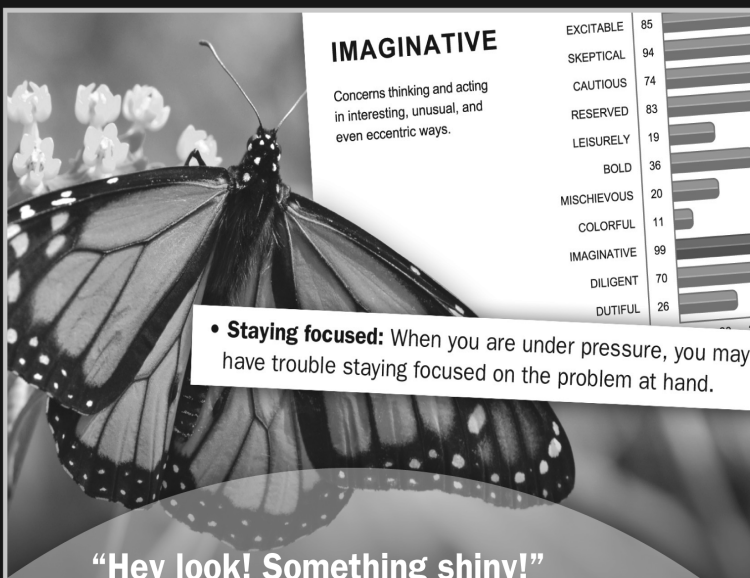
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SIOP's Lesbian, Gay, Bisexual, and Transgender (LGBT) Ad-Hoc Committee

Gene Johnson and Charlie Law
Co-Chairs

In April 2003, SIOP's Executive Committee established an ad hoc committee on lesbian, gay, bisexual, and transgender (LGBT) research and membership issues. The purpose of this committee was to encourage research on LGBT issues and promote an LGBT voice within SIOP. The group is now in its seventh year. Since our inception, we have established a conference paper award and have a regular meeting and reception at the conference. Two years ago, we hosted SIOP's first silent auction in aid of funding the award. The group has an ambitious plan set for this year, and if we achieve it all, we will have evolved into a stronger, more visible community with SIOP. This article aims to provide an overview of what you can expect from us this year.

Before we do this, we want to be clear about membership of our group. We are open to anyone who supports our **working mission statement**, which is:

To increase favorable attitudes and awareness of LGBT issues within SIOP, to encourage research on LGBT issues, and to promote LGBT voice and support.

We welcome anyone regardless of their sexuality. You may be a researcher, practitioner, student, or a SIOP member interested in LGBT workplace issues.

Our 2009–2010 Goals

1. *Create a "community of interest" where LGBT ad hoc members, researchers, practitioners, and other interested parties can share information, collaborate, and network throughout the year.*

Up until now, our interaction as a community has largely been relegated to the annual conferences and our meeting and reception. We want to create a more visible and obvious presence throughout the year so that we can share and discuss issues and research. In this modern technology age, we will take more advantage of social networking. We have had a discussion list (go to <http://www.siop.org/comm/LGBT/default.aspx> to subscribe) for a few years, and we have more recently created a Facebook site (see SIOP LGBT). We encourage discussions in either forum relating to research issues (e.g., sampling concerns, theoretical implications), publication-related issues (e.g., best outlet for a given manuscript), and other topics of interest (e.g., access to research participants).

2. *Continue to update SIOP members about LGBT-related happenings via TIP articles and other SIOP communication vehicles.*

We hope to have an article in each issue of *TIP*, and we will also use the SIOP blog to place LGBT issues more prominently into our members' minds. For example, last year we asked the Executive Board to release a policy statement condemning the unequal treatment of individuals in employment practices on the basis of their sexual orientation or gender identity. A research report was written and submitted. The EB ultimately did not support issuing any policy statements on behalf of SIOP, which we respect. However, we have blogged about that, seeking members' opinions, and you can expect more of that from us throughout the year.

3. *Organize the LGBT SIOP 2010 (Atlanta) conference activities.*

The conference has always been the highlight of our year because of the social activities. We have a meeting and reception, both of which are open to all interested parties. At the meeting, we brainstorm ideas for the following year. For the first time, we will also organize an informal dinner evening; this is likely to take place on Thursday evening, but keep a look out on our Facebook and discussion list groups for details closer to the conference.

4. *Increase the visibility of LGBT workplace issues at the 2010 SIOP Conference via the promotion of more research and practitioner sessions.*

5. *Recognize excellence in LGBT research with the LGBT Research Award.*

The LGBT Research Award was initiated in 2007 and is funded by a trust. This \$500 award is given in recognition of a poster or paper submitted to the SIOP conference that represents an outstanding example of scholarship addressing issues facing lesbian/gay/bisexual/ transgender individuals in the workplace. Papers will be evaluated on the extent to which they are based in science and/or practice, increase our understanding of workplace issues faced by LGBT employees, offer practical guidance to organizations seeking to improve the workplace experiences of LGBT employees, broaden our theoretical and/or empirical knowledge of sexual identity in the workplace, and represent technical adequacy with regard to methodology and statistics.

Submit your LGBT-related work to the SIOP conference, and you will automatically be considered for this award! We did not present the award last year due to a lack of eligible papers. We hope to see more in Atlanta.

In addition to submitted papers, we aim to organize a number of LGBT workplace sessions, including a forum on LGBT workplace best practices, a community of interest, and a presentation by an LGBT workplace/employment leader.

We also hope to inform our members about other available awards for LGBT research.

6. *Initiate relationships with LGBT-related organizations to provide insights and direction on relevant research topics, participant pools, and possible sponsorship of research.*

7. *Explore partnership with Division 44 to create an LGBT participant pool.*

One of the primary challenges in conducting LGBT-related research is access to (often unidentified) LGBT workers, so we often settle for “snow-ball” samples or find that we haven’t identified enough LGBT workers to have a study. One strategy that might be used to overcome this challenge is to create a subject pool through which participants can be recruited by partnering with APA’s Division 44 (Society for the Psychological Study of Lesbian, Gay, and Bisexual Issues) and Division 17 (Section for Lesbian, Gay, Bisexual, and Transgender Awareness). We are currently in discussion with them about how this might work.

Another strategy is to develop relationships with employers, who then might allow us access to their employee LGBT groups (many major employees have such groups). In addition, a working relationship with LGBT employment advocacy groups such as Out & Equal, the Human Rights Campaign, and the Point Foundation may also provide access to their members. Besides access to participants, these groups can also act as advisors on current LGBT issues, which will help drive research agendas.

Our objectives are ambitious, but we have an energetic committee primed to get the work done (see below). For more information on any of our projects or to become involved in the work of the committee, please feel free to contact:

Committee Co-Chairs:

Gene Johnson, Dell, gene_johnson@dell.com

Charlie Law, Penn State University, ccl25@psu.edu

Additional Members:

John Cornwell, Rice University, cornwell@rice.edu

Belle Rose Ragins, UW-Milwaukee, ragins@uwm.edu

Alberto Galue, Baylor Health Care Systems, al.galue@gmail.com

Lyne Desormeaux, Desormeaux Leadership Consulting, LLC,
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Walter Reichman, Sirota, wreichman@sirota.com

Raman Grover, The University of British Columbia,
groverr@interchange.ubc.ca

Javan Townsend, jblade79@aol.com

Heather Graham (student member), regisfilia@hotmail.com

How Employees Assess Climate: Benjamin Schneider Receives Michael R. Losey Human Resource Research Award

**Stephany Schings
Communications Specialist**

Want to find out about your organization's customer service quality? According to SIOP Fellow **Benjamin Schneider**, you should try asking your employees.

Schneider, whose research led the way in linking employee data with service quality, was recently honored by the Society for Human Resource Management (SHRM) with the \$50,000 Michael R. Losey Human Resource Research Award. The award was presented June 30 during SHRM's 61st Annual Conference and Exposition in New Orleans.

The Losey award recognizes human resource researchers whose contributions significantly advance the field of human resource management, acknowledging major research accomplishments and aiming to help fund and facilitate future individual contributions to the field.

"Dr. Schneider is in a league of his own," said SHRM President and CEO Laurence G. O'Neil in a press release from SHRM. "He is a master of explaining complex topics to management teams and showing them how research findings can make substantial improvements in their operations."

Schneider was selected for the award by a panel of seven experts, chaired by SHRM's chief knowledge officer and SIOP Member **Debra Cohen**. He was nominated for the honor by various SIOP members, including Fellows **Michael Beer, Milton D. Hakel, Nancy Tippins, Edward Lawler, Leaetta Hough**, and Past President **Gary Latham**.

Schneider is known as one of the world's leading experts on service quality, beginning with his research in the 1980s in which he studied the link between employee experiences and service quality. He was one of the first in the field to show how employee attitudes and data are vital to organizational strategy.

"Management gurus have preached about the customer service value chain for years, but Ben Schneider has gathered the data and shown us the links," said Milt Hakel in SHRM's press release. Hakel is a psychology professor emeritus at Bowling Green State University and Schneider's primary nominator. "He was the first mover in service quality research, and that put him at the head of the line for the Losey Award."

Using his definition of climate, which includes "policies, practices, and procedures" as well as behaviors that get "rewarded, supported, and expected," Schneider discovered that the customer service experience correlated with employees' views of the organization's climate.

"I was one of the first, if not the first, to show that if you collect data on employees about how they experience the thrust of customer service in their

organization, you will get a good idea from that data about what the customer's experience will be," Schneider said.

Before he did this research, Schneider explained that companies, specifically banks, would simply ask customers about their experience to determine how the organization was performing in that area.

"So when they got the information, they only had information from a customer perspective," he said. "The customers were reporting to them what happened to them, but they weren't reporting why it happened."

For example, Schneider added, the previous way of surveying customers about marketing of new products would simply involve asking the customer whether or not they were informed of or offered new products by employees. Using Schneider's method, employees are asked detailed questions from their perspective, such as answering yes or no to the statement "we are well prepared by marketing for the introduction of new products."

Schneider's linkage of employee data with customer satisfaction, customer loyalty, and business revenues has shown how important employees can be to organizational strategy.

"Up until the time I did this work, employee attitude data were thought not to be very useful and not related to strategy," Schneider said. "It was thought that they were good to get an idea of the morale of employees but not much else. From an I-O standpoint, we knew that the information was valuable. It can change your whole frame of reference about how important employees are. That has a lot of implications for the way you think about employees and employee attitude. They are strategically important to organizations."

Schneider said his research has expanded to other fields as well.

"This whole line of research on service and service quality has been extended now," he said. "It has been extended to safety, for example. You can predict accident rates in work units based on what employees tell you about the safety environment in which they work."

Schneider is currently a senior research fellow at Valtera Corporation in La Jolla, California (headquartered in Rolling Meadows, Illinois). He is also professor emeritus of psychology at the University of Maryland, where he served as head of the industrial and organizational psychology program.

Schneider received his MBA in industrial psychology from City University of New York (Baruch College) and his PhD in organizational and social psychology from University of Maryland.

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SIOP MEMBERS IN THE NEWS

Clif Boutelle

Generally when we think of the media, it is the major newspapers, magazines, and network radio and television that come to mind. Although they still remain important to any organization seeking to generate awareness about itself, the Internet has created a whole new vista of media outlets that should not be overlooked. In fact, more and more organizations are utilizing dot.com sites to tell their news.

And a growing number of SIOP members are finding their way on to Internet sites because writers, whether mainstream media or on the Internet (often reporters are writing for both), still need credible resources. So, the opportunities for media mentions are expanding, and that is good for the field of I-O psychology.

Following are some of the press mentions, including online sites, which have occurred in the past several months:

A July 16 *Washington Post* story on an Equal Employment Opportunity Commission hearing on age discrimination included remarks by **Michael Campion** of Purdue University, one of the invited testifiers. He told the panel that downsizing decisions are often made with little or no consideration to an employee's experience or past contributions. Greater attention should be paid to the skills, knowledge, and abilities of individuals and basing personnel decisions on who can best perform the job, and not let stereotypes of older workers influence their decisions.

An article in the July 19 *Tri-Cities Herald* in Washington about the difficulty laid-off older workers have in finding jobs quoted **Martin Greller** of Milano New School for Management and Urban Policy in New York City. He noted that during an economic slowdown most employers focus on retaining core employees rather than make new hires.

Randall S. Cheloha of Cheloha Consulting Group in Wynnewood, PA authored a piece entitled "Barriers to CEO Succession" in the July/August issue of *The Corporate Board* magazine. The article included several effective tactics for boards to consider when making hard choices on succession. He noted that nearly 50% of major companies lack a realistic, strategic plan for replacing their CEOs.

Ben Dattner of Dattner Consulting in New York City contributed to a July 17 *BusinessWeek* article about how the business downturn is affecting HR professionals who have to cope with various aspects of downsizing or belt tightening, including layoffs, pay cuts, and furloughs. It can be very distressing, said Dattner, "If every time someone sees you, they associate you with the angel of unemployment."

Dattner also contributed to a June 5 segment on CNNMoney.com about perks becoming part of the company ethos, like free bikes to encourage employees to bike to work and ownership stakes in the organization. Such prac-

tices can boost employment engagement but there are also some downsides as some employees may develop an entitlement mentality. "Giving everyone ownership (in the company) can undermine the hierarchy," Dattner noted.

The July 9 issue of *Corporate Board* magazine included an article by **Constance Dierickx** of RHR International (Atlanta) entitled "The Seven Myths of CEO Succession." Directors face an abundance of misinformation about hiring top managers, and she looks at the misconceptions in hopes that it will help boards make better decisions. For example, one myth is that CEOs hired from the outside have the same chance of success as insiders. Not true, she writes, outside choices generally oversee poorer financial returns, cost more in compensation, and fail at a higher rate.

Dierickx also contributed to a July 16 *Wall Street Journal* story about workers restarting their careers with unpaid internships. "You'll need to explain why you are willing to take a step back," she said, advising people to talk about the benefits they can bring to the organization rather than "I lost my job and don't have anything else to do." It is better to say you are looking for a career change and want to learn something new, she added.

Frank Landy of Landy Litigation Support Group in New York City and **Doug Reynolds** of Development Dimensions International were quoted in a July 1 *Wall Street Journal* story about the Supreme Court decision in the *Ricci* case. The opinion raised questions about tests employers give applicants for jobs or promotions. For the private sector, the decision had "no major implication," said Landy. He said most employers use some form of assessment for promotions, but only about half use written or computer tests; most of these tests gauge personal traits, rather than cognitive skills, he added. Reynolds said the court's "very public statement of support for an objective and validated test should ease concerns among private-sector employers using tests."

A June 17 *U.S. News and World Report* story about how more companies are turning to psychologists to assist in the hiring process quoted **Stuart Sidle** of the University of New Haven and **Scott Erker** of Development Dimensions International. Hiring a person who will fit into the organization is important, and a bad hire can create enormous havoc, Erker said. That's why companies are using the skills of psychologists to help improve their batting averages, he added. Psychologists may be the interviewers least likely to form biases, Sidle says. Too often judgments are made on superficial criteria, he added.

It's a buyer's market for talent, and employers are scrutinizing job candidates more closely than ever to ensure they are getting the right fit for the long haul, according to an article in the June 16 Human Resource Executive Online. And that's good news for assessment firms, says Scott Erker of Development Dimensions International in Bridgeville, PA, **Daniel Lezotte** of Applied Psychological Techniques, Inc. in Evanston, IL, and **Ken Lahti** of PreVisor in Roswell, GA. The recession offers employers an unusual challenge, says Erker, and "if we're going to fill a position, we better fill it with the best person possible, and if we can't, shame on us because there are so

many good candidates out there.” Lahti has seen a significant increase in the number of clients using screening assessments, which allow employers to choose from the top candidates and screen out those who are less qualified. Lezotte noted that preemployment assessments cannot guarantee whether a job candidate will be a success, but they can help improve the odds. “The goal is to increase the probability of making the right selection,” he said.

The June issue of *Talent Management* magazine included an article by **Rebecca Schalm** of RHR International (Calgary) about managing internal leadership transitions after an organization downsizes. When employees are moved into new roles, she provided suggestions that talent managers should consider to help employees be successful by preparing them, clarifying roles, and offering support.

A similar story in the May *Workforce* magazine highlighted comments by Schalm on ways organizations and HR managers might focus their energies once layoffs have been concluded. One silver lining: Older workers, who HR managers expected to retire in 2010 and 2011, will be sticking around longer, giving organizations more time to avoid a brain drain and tap into their accumulated wisdom, she said.

The June 3 *Wall Street Journal* carried a story on how employees can remain motivated after job perks are lost which quoted SIOP members **Fred Mael** of Mael Consulting in Baltimore and **John Weaver**, a Waukesha, WI consultant. Mael said perks are “not ongoing motivators, like bonuses. They are trappings.” Perks do not push people to do their best work, he added. However, said Weaver, watching perks get taken away can produce fear and result in “a tired work force that feels like there’s no end in sight.” Mael cautioned workers not to isolate themselves and gather with colleagues as often as possible. These gatherings help people to face the workday and talk about what they are doing and how they are feeling. It reinforces the reality that “they’re working alongside someone, and they are not in it by themselves,” Weaver added.

A June 5 *Forbes* article about controlling CEO rage included comments from three SIOP members: **Doug McKenna** of Oceanside Institute in Greenbank, WA, **Nathan Bowling** of Wright State University, and **Robert Hogan** of Hogan Assessment Systems in Tulsa, OK. Bowling said that CEOs’ personalities and environments often lead to hostility. They tend to be Type A personalities and very impatient and get frustrated when things do not get done right away, he said. “It makes sense that a fair number of CEOs have anger issues,” he added. Although there may be short-term results to a manager’s tantrum, says Hogan, the problem is longer term. Alienating and stressing out workers by yelling at them kills team building, and regular outbursts can harm the company’s culture. McKenna said the key is to maintain anger and composure at the same time. Some CEOs are successful partly because they have mastered this very ability, he said. To help a CEO prone to anger, Hogan said the best way is to simply say “If you keep doing this, you’re going to fail.” Realizing they are damaging themselves and their companies in the long term must be the first step to redemption, he said.

Bowling also contributed to a June 11 Reuters story describing how people who constantly text message or e-mail are disruptive in the workplace. In addition to being rude, Bowling noted that research shows such multitasking can take more time and result in errors than does focusing on a single task at a time.

The May/June issue of *Chief Executive* magazine featured a roundtable discussion on CEO succession in which **Paul Winum** of RHR International (Atlanta) participated. The absence of a succession plan has huge implications, and it is something that directors do not do very well, he said. "There are a lot of psychological challenges when it comes to something that could be viewed as planning your own funeral," he said, noting that business leaders are often reluctant to develop an emergency or even orderly succession plan.

Wayne State University's Applied Psychology and Organizational Research Group, in which students consult with area businesses, was featured in the May 31 *Detroit Crain's Business*. **John Arnold** of Polaris Assessment Systems is the director of the program, which provides organizational psychology services at a fraction of the normal cost. "They've pretty much created a consulting business within the university," noted **Mary Ann Hannigan** of the Michigan Association of Industrial and Organizational Psychologists. **Jennell Wittmer** of the University of Toledo said her 4 years in the program gave her an understanding of business terminology and how to work with clients.

A study conducted by **Jacqueline Mitchelson** of Auburn University was the subject of a May 28 story on British Broadcasting Corp. (BBC) News. The study found that women are more likely than men to suffer feelings of inadequacy at home and at work. "None of the research I've seen which splits perfectionism into these groups has found a gender difference, so it (the results) was completely unexpected," she said.

Research conducted by Michigan State University graduate students **Christopher Barnes** and **David Wagner** was featured in a May 23 *Occupational Health and Safety* magazine article. Their study found that the number of workplace accidents increases after daylight savings time changes every March. In two separate studies, they found the March switch to daylight savings time resulted in 40 minutes less sleep for American workers, a 5.7% increase in workplace injuries, and nearly 68% more workdays lost to injuries.

Mitchell Marks of San Francisco State University was interviewed for a May 19 *Wall Street Journal* story citing how younger workers are at risk to be laid off as employers grow wary of letting older workers go. Marks said the emotional impact of layoffs can affect a manager's decision and sometimes can disproportionately affect a younger worker. "It takes a tremendous toll on managers," he said, adding that when layoff decisions come to a tiebreaker, personal and family situations often come into play. If a choice comes down to laying off a single 20-something employee and a 50-something person with two kids in college, the older person is more likely to be retained, he said.

Research by **Julie McCarthy** of the University of Toronto Scarborough was the subject of a May 19 story in PhysOrg.com. She studied the use of

promotional exams given to Ontario police officers, which showed that such tests may discourage candidates from applying and create anxiety that could hurt a person's performance. "These data really speak to the fact that the process needs to be looked at from the perspective of the applicant," she said.

Mike Aamodt of DCI Consulting Group in VA contributed to a May 19 story in the *Fort Wayne (IN) Journal Gazette* about myths in the criminal justice field. A commonly held belief by some police officers and emergency room workers equates the full moon with abnormal behavior. The story cited several incidents where unusual events occurred during full moon cycles. Aamodt attributed the full moon theory to the tendency to notice things that confirm a belief or disregard evidence that disproves it. "False beliefs are a way of controlling your environment. If something bad happens and you can say, 'Well, that's just the full moon,' that may mean tomorrow we're not going to see that behavior. Besides, it also makes things a lot more interesting," he said.

Nepotism was the subject of a May 10 story in the *Roanoke Times*, which included comments by Aamodt. Although it is not uncommon for members of the same family to work together, it does have its drawbacks. "Even if you have a family member that's the best qualified, the perception is going to be that they got the job because of their family connections and that can affect morale among other employees," he said. On the other hand, there are some benefits. Research has shown that when a number of family members work together it lowered turnover. But they have to be careful not to have family members supervising each other," he said.

A May 19 *New York Times* op-ed piece by David Brooks of FedEx in Memphis, TN focused on qualities and talents of CEOs. The article cited research by **Murray Barrick** of Texas A&M University, **Michael Mount** of the University of Iowa, and **Timothy Judge** of Florida State University who found that Extraversion, Agreeableness, and Openness did not correlate well with CEO success. Instead, what mattered was Emotional Stability and, most of all, Conscientiousness, which means being dependable, making plans, and following through on them.

A May 18 story carried on UPI wires featured research by **Thomas Britt** of Clemson University that disproves the belief that highly engaged workers will work tirelessly for an organization despite diminishing resources. He found that engaged workers cared more about their performance and the job-related resources they received from the organization than corporate loyalty. "Managers who fail to position employees to be effective in their roles and provide organizational support may lose their most talented and energetic people," he said. The story also appeared in several other media outlets including the Institute of Leadership and Management newsletter and *Management Issues*.

Intelligence still ranks as the top factor in an employee's eventual income, but their prospects are enhanced by being good looking, according to a study by Timothy Judge of Florida State University and graduate students **Lauren Simon** and **Charlice Hurst**. The study results, which were published in several media out-

lets including the May 12 *Gainesville Sun*, *Management Issues*, and others, found that attractive people are more likely to have higher self-esteem and education levels, which may boost their confidence in a way that helps them get ahead.

For a May 9 career column in the *New York Times* about whether employees who have had salaries reduced or hours cut should consider a second job, **Maynard Brusman** of Working Resources in San Francisco cautioned that people should first look for ways to reevaluate their spending habits. But, he added, there is an upside to a second job beyond the financial gains. "You meet different kinds of people, you network, and you develop different competencies. There's so much insecurity in the job market anyway, your only real security is your skills and intelligence," he said. He also was featured in a March 30 NPR interview about workplace stress within Bay-area organizations.

Paul Harvey of the University of New Hampshire and co-researcher Mark Martinko of Florida State University completed a study of younger workers and Generation Y employees and found them more likely to feel entitled to preferential treatment in the workplace. The research was reported in the April 29 *Management Issues*.

An April 17 *Forbes* story on stressed out CEOs included quotes from **Debra Nelson** of NelsonQuick Group in OK and Douglas McKenna of Oceanside Institute in Greenbank, WA. Nelson said busy CEOs who run from meeting to meeting need to take back some control over their time and suggests meditation. CEOs have busy minds all the time and the opportunity to quiet their thoughts seems to do wonders, she said. McKenna said CEOs face threats and opportunities all at once and can have a hard time feeling they have a grasp on it all. The CEOs who do best, he said, neutralize threats by stretching them out over long timelines, making them part of a strategic landscape, and to ultimately detoxify them.

Employee engagement was the subject of a *BusinessWeek* article attributing the success of the MGM Grand Hotel in Las Vegas to the CEO's efforts to make employees critical to the company's success. **Charles A. Scherbaum** of Baruch College praised MGM and its CEO, noting that what differentiated the hotel from others was "its service, and that's the employees." He added that should help the hotel during the downturn because "in difficult times, employee engagement is more critical."

He also contributed to the spring issue of *The Investment Professional* in a story about the psychological causes of the financial crisis, brought about by plunging real estate prices, which led to widespread mortgage defaults. In many cases, Scherbaum said, risks were taking place in organizations that were thrown together as a result of successive mergers. These institutions were forced to grow and integrate their operations and cultures so quickly that "it was a recipe for disaster."

Please let us know if you, or a SIOP colleague, have contributed to a news story. We would like to include that mention in **SIOP Members in the News**.

Send copies of the article to SIOP at siop@siop.org or fax to 419-352-2645 or mail to SIOP at 440 East Poe Rd., Suite 101, Bowling Green, OH 43402.



Anna L. Sackett
University at Albany

Awards & Recognition

Dave Baker and **Cristina Banks** have each been selected to receive an Innovative Practice Award Presidential Citation from the American Psychological Association for outstanding and creative work in the application of psychology in consulting. Baker was selected for developing an institute for teamwork and team training at the Carilion Clinic in Roanoke and developing a corps of nearly 2,400 master trainers in the federal government's dissemination of its standard team training program. Banks was selected for using the general methodology of job analysis to create a new methodology for identifying differences between job incumbents in tasks performed and for determining the amount of time spent on tasks in order to measure, on an individual basis, how much time is spent on managerial versus nonmanagerial work; Banks's work helps to determine whether a job has been properly classified as "exempt" from overtime pay.

The Society for Human Resource Management (SHRM) presented **Benjamin Schneider** with the \$50,000 Michael R. Losey Human Resource Research Award. The Losey award recognizes human resource researchers whose contributions significantly advance the field of human resource management. As one of the world's leading experts on service quality, Schneider has had worldwide impact on research and practice in this area and has also been a leading contributor to human resource management research over 4 decades, having authored or coauthored over 130 articles and 10 books. (see page 144 for more information.)

Development Dimensions International (DDI) has been named number six on the list of the Best Medium-Sized Companies to Work for in America by The Society for Human Resource Management (SHRM) and the Great Place to Work Institute, Inc. (GPTW). The list ranks 25 medium-sized companies (between 251 and 999 employees) using "best practice" people management strategies to develop successful organizations with highly productive and satisfied workforces. DDI Co-Founder, Chairman and CEO **Bill Byham** said "This is a proud moment for DDI to be recognized nationally as a great place to work. Over the last 40 years, we have worked to create an engaging and inspiring workplace for our employees while helping other companies around the globe accomplish the same."

CONGRATULATIONS!

Transitions, Appointments, and New Affiliations

Rich Klimoski returns to the role of professor of psychology and management at George Mason University after 8 years as dean of the School of Management at Mason. He rejoins colleagues in both I-O psychology (**José Cortina, Steve Zaccaro, Lois Tetrick, Lou Buffardi, Reeshad Dalal, Seth Kaplan, and Eden King**) and management (**David Kravitz, Michelle Marks, Paige Wolf, Alison O'Brien, and Cindy Parker**).

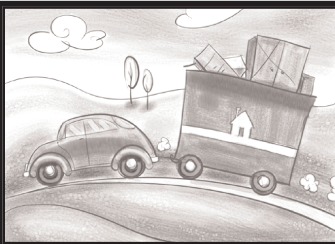
C. Allen Gorman has accepted an assistant professor position in the I-O program at Radford University. He joins SIOP member **Nora Reilly** in the Department of Psychology.

Loren Naidoo, Hannah Rothstein, Rob Silzer, and Lise Saari were recently elected to the doctoral faculty in I-O psychology at the City University of New York. They will join Baruch College I-O faculty members **Joel Lefkowitz, Karen Lyness, Harold Goldstein, Yochi Cohen-Charash, Judi Komaki, Charles Scherbaum, and Frank Landy** (visiting scholar).

The doctoral program in I-O psychology at Old Dominion University welcomes **Richard Landers** to the faculty. Landers received his PhD at the University of Minnesota and joins faculty members **Debra Major and Karin Orvis**.

BEST OF LUCK!

Keep your colleagues at SIOP up to date. Send items for **IOTAS** to Wendy Becker at WBecker@siop.org.



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www.siop.org/Dues/ContactUpdate.asp.

Announcing New SIOP Members

Adrienne Colella

Tulane University

The Membership Committee welcomes the following new Members, Associate Members, and International Affiliates to SIOP. We encourage members to send a welcome e-mail to them to begin their SIOP network. Here is the list of new members as of August 24, 2009.

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WELCOME!



CONFERENCES & MEETINGS

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Please submit additional entries to David Pollack at David.Pollack@Sodexo.com.

2009

- Oct 16–17 SIOP Leading Edge Consortium. Denver, CO. Contact: SIOP, www.siop.org. (CE credit offered.)
- Oct 19–23 Annual Conference of the Human Factors and Ergonomics Society. San Antonio, TX. Contact: The Human Factors and Ergonomics Society, www.hfes.org. (CE credit offered.)
- Nov 2–5 Annual Conference of the International Military Testing Association. Pensacola, FL.
Contact: www.internationalmta.org.
- Nov 9–14 Annual Conference of the American Evaluation Association. Orlando, FL. Contact: AEA, www.eval.org.

2010

- February 7–10 Annual Innovations in Testing Conference, Association of Test Publishers. Orlando, FL.
Contact: www.innovationsintesting.org.
- Feb. 18–21 Annual Conference of the Society of Psychologists in Management (SPIM). Tampa, FL. Contact: www.spim.org. (CE credit offered.)
- March 10–13 Annual Conference of the Southeastern Psychological Association. Chattanooga, TN. Contact: SEPA, www.sepaonline.com. (CE credit offered.)
- March 12–14 Annual IO/OB Graduate Student Conference. Houston, TX. Contact: www.uh.edu/ioob.
- March 17–19 Annual Assessment Centre Study Group Conference. Stellenbosch, South Africa. Contact: www.acsg.co.za.
- April 8–10 Annual Conference of the Society for Industrial and Organizational Psychology. Atlanta, GA. Contact: SIOP, www.siop.org. (CE credit offered.)

- April 9-13 Annual Conference of the American Society for Public Administration. San Jose, CA. Contact: ASPA, www.aspanet.org.
- April 29–May 3 Annual Convention, National Council on Measurement in Education. Denver, CO. Contact: NCME, www.ncme.org.
- April 30–May 4 Annual Convention, American Educational Research Association. Denver, CO. Contact: AERA, www.aera.net.
- May 16–19 Annual Conference of the American Society for Training and Development. Chicago, IL. Contact: ASTD, www.astd.org.
- May 27–30 Annual Convention of the American Psychological Society. Boston, MA. Contact: APS, www.psychologicalscience.org. (CE credit offered.)
- June 3–5 Annual Conference of the Canadian Society for Industrial and Organizational Psychology. Winnipeg, Manitoba. Contact: www.psychology.uwo.ca/csiop.
- June 27–30 Annual Conference of the Society for Human Resource Management. San Diego, CA. Contact: SHRM, www.shrm.org. (CE credit offered.)
- July 11–16 27th International Congress of Applied Psychology. Melbourne, Australia. Contact: www.icap2010.com.
- July 18–21 Annual Conference of the International Personnel Assessment Council. Newport Beach, CA. Contact: IPAC, www.ipacweb.org.
- July 31–
August 5 Annual Convention of the American Statistical Association Vancouver, British Columbia. Contact: ASA, www.amstat.org (CE credit offered.)
- August 6–10 Annual Meeting of the Academy of Management. Montreal, Quebec. Contact: Academy of Management, www.aomonline.org.
- August 12–15 Annual Convention of the American Psychological Association. San Diego, CA. Contact: APA, www.apa.org. (CE credit offered.)
- August 21–24 Biennial Conference of the International Society for Justice Research. Banff, Canada. Contact: www.isjr.org/meetings.html.

CALLS & ANNOUNCEMENTS

The 27th International Congress of Applied Psychology will be held at the Melbourne Convention and Exhibition Centre, Melbourne, Australia from 11–16 July 2010. The Congress is the premier international forum for applied psychology. A large number of psychologists, research scientists, and other healthcare professionals from every continent will be in attendance. The importance of psychological factors and the application of psychological knowledge to individuals, groups, communities, societies, and the world community will be highlighted throughout the Congress. We see this as an excellent opportunity to provide an overview of the contribution of specific areas of psychological expertise.

The Congress program will feature:

- Pre-Congress workshops
- State-of-the-art talks
- Keynote presentations
- Symposia
- Debates
- Electronic and short presentations
- Half-day workshops

The Congress will cover a range of themes emphasizing the contribution of psychology to life and well-being. The importance of psychological factors and the application of psychological knowledge are relevant for individuals, groups, communities, societies, and the world community.

The Scientific Program Committee now invites submissions for symposia to be presented at the Congress.

A symposium is designed to be a focused session in which speakers present on a common theme, issue, or question. The symposium would usually consist of a chairperson briefly introducing the topic and providing a “big picture” introduction to the session. This would usually be followed by at least four speakers and ending with concluding remarks by a discussant. There should be opportunity for audience members to ask questions of presenters and for an exchange of views.

Visit Melbourne, one of the world’s most liveable cities, with a rich ethnic diversity, the potential to learn more about our indigenous culture, and the chance to discover remarkable wildlife and breathtaking natural beauty. We hope that you can attend.

Visit the Web site for further information **www.icap2010.com**.

Call for Research
Special Issue of *Small Group Research*
“Meetings at Work: Advancing Theory and Practice”

Guest Editors: Cliff Scott, Linda Shanock, Steven Rogelberg

Organizational Science

University of North Carolina Charlotte

Small Group Research invites manuscripts for a special issue on work meetings to be published in 2011. In addition to publishing work currently under way or recently completed, our goal is to stimulate research on the topic of work meetings. As such, this special issue features an extended editorial timeline of 1 year that will allow authors to submit proposals for research that will be completed during the timeline associated with the special issue.

Meeting activity in organizations is high and continues to rise in spite of technological advances once expected to diminish the need for this synchronous work. Regrettably, the time and energy employees spend in work meetings is not matched by the amount of direct attention group and organizational scholars have paid meeting phenomena. Consequently, few discrete streams or programs of research on meetings have been developed for the specific purpose of improving the theory and practice of meetings.

We invite authors to submit research designed for the purpose of extending or revising meeting theory and/or practice.

Interested authors should view the complete call for research at <http://www.communications.uncc.edu/cwscott/sgrcfp.htm>. Editorial timeline, submission procedures, and domains of interest are described there as well as some suggestions for potential research projects we encourage authors to consider pursuing.

2010 APF Gold Medal Awards for Life Achievement in Psychology

The American Psychological Foundation (APF) is pleased to announce the call for nominations for the 2010 APF Gold Medal Awards for Life Achievement in Psychology.

The Gold Medal Awards for Life Achievement are bestowed in recognition of a distinguished career and enduring contribution to psychology. The awards are conferred in four categories:

- Gold Medal Award for Life Achievement in the Science of Psychology recognizes a distinguished career and enduring contribution to advancing psychological science.
- Gold Medal for Life Achievement in the Application of Psychology recognizes a distinguished career and enduring contribution to advancing the application of psychology through methods, research, and/or application of psychological techniques to important practical problems.

- Gold Medal Award for Life Achievement in Psychology in the Public Interest recognizes a distinguished career and enduring contribution to the application of psychology in the public interest.
- Gold Medal Award for Life Achievement in the Practice of Psychology recognizes a distinguished career and enduring contribution to advancing the professional practice of psychology through a demonstrable effect on patterns of service delivery in the profession.

Amount: APF Gold Medalists receive a mounted gold medal and an all-expense paid trip to the APA annual convention, where the award is presented.

Eligibility: Psychologists who are 65 years or older, normally residing in North America.

The application deadline is **December 1, 2009**.

For more information, including the nomination procedures, please visit <http://www.apa.org/apf/gold.html>.

Request for Applications

Annette Urso Rickel Dissertation Award for Public Policy

The American Psychological Foundation (APF) provides financial support for innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come.

The APF Annette Urso Rickel Foundation Dissertation Award for Public Policy supports dissertation research on public policy, which has the potential to improve services for children and families facing psychosocial issues. Examples of eligible topics include but are not limited to issues with at-risk populations, prevention of child abuse, services for youth in the criminal justice system, effectiveness of school programs for children with psychological issues, using psychology in public policy to improve math and science education, and promoting healthy parenting.

Amount: The scholarship amount is \$1,000.

Goals of the Program:

- Encourage talented psychology students to focus on public policy issues
- Encourage work that has the potential to improve children and family services

Eligibility: Applicants must be graduate students in psychology enrolled full time and in good standing in a graduate program in psychology at a regionally accredited university or college located in the United States or Canada. Applicants must also have:

- Approval of dissertation proposal by the dissertation committee prior to application;
- No record of having received either an APA or APF dissertation award

APF encourages applications from individuals who represent diversity in race, ethnicity, gender, age, disability, and sexual orientation.

To apply, submit a dissertation summary, including a brief description of the research design and budget (three-page limit, font size no smaller than 11), letter of recommendation from a faculty advisor, and current CV online at <http://forms.apa.org/apf/grants/> by **November 1, 2009**. For more information, visit www.apa.org/apf.

Questions about this program should be directed to the foundation at (202) 336-5843 or foundation@apa.org.

IOOB 2011 Proposals

The Industrial Organizational/Organizational Behavior (IOOB) conference is a graduate student event that gives I-O and OB students the opportunity to present their research and network with other students, faculty, and professionals in the field. The conference can also serve to provide insight for additional research or provide direction for in-progress studies.

IOOB 2009 was held in February in Chicago, IL by Illinois Institute of Technology (IIT), and IOOB 2010 will be held in March in Houston, TX by the University of Houston. More information about the 2010 conference can be found at <http://www.psychology.uh.edu/GraduatePrograms/IOP/ioob/index.html>.

As hosts of IOOB 2009, Illinois Institute of Technology is responsible for selecting the host of IOOB 2011. We would love for students from I-O or OB graduate programs to submit a proposal to host IOOB 2011. The proposal will need to include the following information:

- Proposed conference date
- Proposed conference location (e.g., hotel or on campus)
- Evidence of planning in terms of participant hotel accommodations
- Evidence of planning in terms of conference logistics (e.g., proposed conference schedule)
- Evidence of planning in terms of recruitment of conference keynote speakers and workshop facilitators

All proposals must be submitted on or before **December 15, 2009** for consideration. Proposals will be evaluated in terms of how well they address all of the above mentioned criteria. Final proposals and related inquiries should be sent to ioob-2009@iit.edu.

We hope that students will consider hosting IOOB 2011. Our experience as conference hosts has proven to be both valuable and enjoyable. Please feel free to contact us if we can provide further information or clarification about the submission process or conference in general. We look forward to receiving your program's proposal!

Assessment for the Wind Energy Industry

Comments by Tom Ramsay

- PROBLEM:** In the increasingly important wind energy industry, companies needed a way to assess the knowledge and skills necessary to perform installation, repair and maintenance activities on wind turbines.
- STARTING POINT:** Ramsay Corporation completed an extensive review of job descriptions for Wind Turbine Technician and of educational programs in wind energy technology from companies and institutions across the country.
- MIDPOINT:** We then designed a 75-item multiple-choice test using newly written items in the area of wind turbine technology augmented with mechanical and electrical maintenance items from Ramsay Corporation's database of over 17,000 questions.
- ENDPOINT:** Ramsay Corporation's newly published *Wind Turbine Technician Test* has been positively reviewed by many experts in the wind industry. These experts include wind energy plant leaders and instructors in wind energy technology educational programs. This test is now available for sale.

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TIP

THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

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<p>Errata: Christian Thoroughgood's name was misspelled in the editorial board listing of the July 2009 issue of <i>TIP</i>. We apologize for the error.</p>
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Cover: El Castillo, the Mayan ruins of Tulum, Mexico.
Photo courtesy of Mark G. Ehrhart, Associate Professor, Industrial-Organizational Psychology, San Diego State University



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A MESSAGE FROM YOUR PRESIDENT



Kurt Kraiger

As most of the attendees of the 2009 SIOP conference flew home on Sunday, a historic event occurred: the inaugural meeting of the Society's Executive Board. Since its inception, SIOP has been governed by a smaller Executive Committee. However, in the spring of 2008, a bylaws vote by membership led to the implementation of a new governance structure that began to be phased in last fall and was fully rolled out as new board members took office with the conference.

Why the Change?

The new governance structure was developed by a 11-person task force named by former president **Jeff McHenry**. The task force consisted of myself, **Dick Jeanneret**, **Irv Goldstein**, **Janet Barnes-Farrell**, **Jim Farr**, **Milt Hakel**, **Laura Koppes**, **Mickey Quiñones**, and **John Cornwell**. The task force began with a review of what was working and not working with the then current structure, as well as benchmarking the governance structure in other professional societies. Interestingly, many leaders of other professional societies and divisions saw SIOP as having the best governing structure. Still, the task force saw several ways in which our governance structure could be improved. Principally, SIOP activities overseen by the committee had grown so broad and complex that a larger board with more clearly defined responsibilities would best serve our members. In addition, the task force recommended the name "Executive Board" rather than "Executive Committee" to better capture the stewardship and leadership responsibilities of the group.

What's New?

The Executive Committee consisted of the president, past president, president-elect, secretary, finance officer, three members-at-large, and the APA council representatives. Note that all but the representatives are voted on by SIOP members in our winter election. The council reps are voted on by SIOP members who are also members of APA with the elections coordinated by APA in the spring.

On the new Executive Board, the following positions stay intact: president, past president (**Gary Latham**), president-elect (**Eduardo Salas**), and the council rep positions (**José Cortina**, **Deirdre Knapp**, **Ed Locke**, **Howard Weiss**). Then, everything changes. There is no longer a secretary

position. The role of the secretary has been principally recording and posting minutes of meetings and serving as a liaison to APA for division correspondence. Minutes are now recorded by a representative of the SIOP Administrative Office, and APA correspondence is handled by the finance officer with support from the Administrative Office. Because APA requires each division to have a designated secretary, the finance officer position has been retitled finance officer/secretary.

The three members-at-large positions were also eliminated and replaced by eight officer with portfolio positions. Members-at-large served on the Executive Committee's Long-Range Planning Committee, represented membership (at least in a general sense), and oversaw fairly broad clusters of committees. For example, when I was a member-at-large, I provided oversight of two book series, the Professional Practice Committee, the State Affairs Committee, and the Scientific Affairs Committee.

The officer with portfolio positions differ from the members-at-large positions in several ways. First, with more positions, there are now more homogeneous groupings of committees and functions under the oversight of a single officer. Consider the list of functions just named. The book series are now grouped with our journal and assigned to our Publications officer (**Scott Highhouse**); the Professional Practice and State Affairs Committees are assigned to the Professional Practice officer (**Cristina Banks**); and Scientific Affairs, along with institutional research, are assigned to the Research and Science officer (**Tammy Allen**). The other five positions are Conference and Programs officer (**Suzanne Tsacoumis**), Communications officer (**Doug Reynolds**), External Relations officer (**Donald Truxillo**), Membership Services officer (**Lise Saari**), and Instructional and Educational officer (**Jim Outtz**).

What's Better?

I believe that the transition from the three members-at-large to the eight officers better serves our members in a number of ways. Under the old cluster system, there were several instances in which either parallel efforts were undertaken by different committees under different coordinators, or an important task was not being handled by one committee on the assumption that another committee was working on it. Although that can still happen, it is now easier to hand off new tasks to an officer who in turn can best decide which of several committees is the most appropriate landing spot for the work.

Second, a complaint the task force heard about the former executive committee structure was underrepresentation of practitioners. The inclusion of a professional practice officer position virtually ensures that a practitioner serve on the board, and though there are no guarantees given that each position is decided by an open election, the hope was that more positions could go to practitioners. Note that in the current group, four of eight officer positions are held by practitioners.

Third, in general the larger board ensures more great minds and greater diversity in perspective dealing with the business of the Society. I am continually amazed at the scope of activities either handled directly by, or overseen by, a group of volunteers all of whom have full-time jobs. Did you know that the yearly operating budget of SIOP is close to \$2 million? Board members arrived at the spring meeting with a 135-page briefing book! In addition, between meetings there is e-mail discussion among board members on society business on an almost weekly basis. So a larger, diverse board is extremely helpful for serving our members.

Collectively, board members provide leadership and stewardship for the Society, as well as represent the needs and interests of our members. Each of our officers stays in close communication with their committee chairs, and this provides an effective means for them to stay in touch with those needs and interests. You are always welcome to provide input as well. The board roster is published in each issue of *TIP*. If you have an opinion or question, you should always feel free to contact a board member who might be the most appropriate sounding board. You can also contact me directly or follow me on Twitter at K_Kraiger.

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Some Random Thoughts on False Dichotomies, Common Coffeepots, and the Portability of Knowledge

Steve Kerr
Goldman Sachs

Editor's Note: This article is based on the closing keynote address delivered at the Society of Industrial and Organizational Psychology 24th Annual Conference in New Orleans, LA, April 4, 2009. David Reese and William Oberman assisted in the transcription and editorial process.

Thank you, I appreciate the opportunity to be here. Despite the introduction, I am not sure I understand the qualifications that have led me to be here and perhaps in 45 minutes you will share my curiosity! Actually, this is the second time this has happened to me in less than a year. Last August, the Academy of Management recognized me with something called the Distinguished Scholar Practitioner Award. The Academy didn't tell me what I had done to earn that either.

This is part of what I want to talk about today—the fact that there is something odd about my career. There shouldn't be anything odd about a business school professor who has decided to spend some time in business. I doubt that you would take your child to a medical doctor who had never done an internship or residency.

I am told that I blazed new trails. I never did that on purpose. Did you ever make the only decision that made sense and look around and see that you're all by yourself? (I have been praised for my willingness to take significant risks with my career. I assume they are talking about my publications or at least a number of blind reviewers have made similar comments).

While I don't want this session to be all about me, I would like to use my career as a reference point. The central question is why more people don't avail themselves of similar opportunities. I think I can provide a partial answer to this question. I want to say with no false modesty that that award should not have been given to me. There is nothing I did, no practitioner position I have held that the collective experience and training that SIOP members receive in school or later on the job has not prepared you to do. There is nothing that you couldn't excel at; many of you do. I browsed through the session on "Off to Work We Go." It is amazing to see what people can do with this degree that is not related to our traditional profession. So I am not saying that you haven't thought about it. I am saying that my career shouldn't be unusual, yet it appears to be.

I believe there are norms and values in our discipline that conspire against our being successful. I want to start with those and work my way to the things that I do. I'll frame them under the notion of false dichotomies. One of these is the notion of breadth versus depth. A close cousin to that is the idea of rigor versus relevance.

I first ran into these dichotomies while teaching at Ohio State. We had an open faculty slot, and the department chair wanted to know who was micro

and who was macro. It was apparently easy for everybody else to classify themselves, but I was studying reward systems then and had joined the flourishing Ohio State leadership program, and I didn't see how you could get very far in either rewards or leadership if you only read the micro or only read the macro literature. It just seemed kind of odd. If I had been better read I would have used Russ Ackoff's response. When confronted with a similar question, Russ observed that "nature is not organized in the same manner as universities."

Another wise saying is that "there is nothing more dangerous than an idea—particularly when it's the only one you have." I worked for Jack Welch for 10 years and learned a great deal from him, but Jack believed mainly in micro. He believed in holding managers responsible for their department's performance. Context was irrelevant. You overcome your obstacles, and make no concession to cultural or economic forces. I was friendly with a business leader who was asked by Welch to take over a very difficult business that had overcapacity, antiquated equipment in a bad market. Everything was bad about this job. There were all kinds of international complications—the Euro was up, the dollar was down. The man took the job and 2 months later we had our quarterly meeting in which every business leader reports in. This poor guy had only 6 weeks or so in the business and had had a pretty awful quarter. He gently began to remind Welch of the significant long-term problems that he had inherited, and Welch blew him off. "Don't bring me your problems. We're here to talk numbers. Your numbers are bad. Now fix them."

That's just one anecdote. For 6 of the 8 years I was with GE, we won the "most admired company" award. Believe me it never went to our heads. We used to say: "My god! If we're number one, I'd hate to be working at #6."

In those days, companies imitated many of the things that GE did. One thing that Welch came up with (because he believed so strongly in individual performance) was to require that managers fire the bottom performing 10%. This became one of the best known and certainly one of the most disliked of all of Welch's initiatives. I noticed **George Graen's** name on the program. He did a lot of work with vertical dyads, understanding that if someone is performing poorly, it may be reflective of a bad boss or any number of other things. But to Welch, the solution was to fire the low performers. Your role as a manager was to make the bad person go away (as if you had nothing to do with it). This is an example of the danger of having only one idea.

By the way, it's just as dangerous to see only the macro side. For example, Malcolm Gladwell's book, *Outliers*, worries me with its suggestion that nothing is anybody's fault, everyone is blameless, everyone is praiseless; everything can be attributed to circumstance. Yet considerable research suggests that raw ability dwarfs any sociometric pairing in terms of relative contribution to performance. Ability matters a lot. (Anyone who says that there's good in everybody hasn't met everybody.)

So, I would like to present a few pairings of things that I have seen throughout my career that illustrate the tension we face when we set up arti-

ficial choices, such as those between micro and macro, breadth and depth, and rigor and relevance. I directed USC's doctoral program in business and was an outside examiner many times, including psychology; I also served on many promotion and tenure committees. It's interesting how often people are faulted, whether in dissertation proposals, tenure reviews, or doctoral exam results on grounds that their work is too applied. Look up "applied" in the dictionary. It means "having application, being useful." I can't think of many other occupations where being accused of doing work that is actually useful is a stigma to overcome!

Here's example number two. This actually happened at Michigan to a very productive, very popular professor. We were floating trial balloons on his tenure application, though we thought his promotion would be a slam dunk. However, we learned that some on the promotion committee intended to vote no because his work was too applied. The professor had many *Harvard Business Review* and *Organizational Dynamics* publications, had won several awards for influencing management practice, and had written several best-selling books (which in itself was offensive) that were being read by managers, not just students. To force the committee members to confront their bias, we informally circulated a sanitized version of the vita in which the professor had not been in *Harvard Business Review*, hadn't won any awards, and nobody was buying his books. The revised vita made clear that the professor had done a lot of good, scholarly work. In this example, at a very good school, applied work was worse than neutral because not only did it not count in your favor, it actually subtracted from the scholarly work done.

Here's another example. Just for fun I asked a few questions of a convenience sample. Try this: How many consecutive bad meals would you have to eat at your previously favorite restaurant before you wouldn't go back there again? Question 2: How many horrible stock advice tips would you take from a broker before you wouldn't listen anymore? Question 3: How many consecutive bad Fords or bad Hondas would you have to buy before you wouldn't buy that same brand car again? Do you want to guess what the median, mode, average responses are? Usually 1 or 2, between 2 or 3 at most. But it's never more than 3. Now go look at your statistical tables and see what sample size we need to make reputable judgments. And imagine what you would think of somebody who actually did that.

"What happened?"

"Well, we ate at Fernando's again and Susan almost died from food poisoning."

"Didn't you get sick the last time you ate there?"

"Yeah. I sure hope they'll be more careful next Saturday; we're going back for our anniversary."

Real life managers make decisions working with small samples. They work with the data they have.

Which brings me to a third example: Picture me with Dave Ulrich (University of Michigan) and a very reputable, very competent Harvard professor. We are all sitting in the back of the room at our executive development program. The executives are working through a group discussion, and as they work they go astray. They really need some information about an aspect of resistance to change that we hadn't covered in the training—we didn't think they would go this route. This is a teachable moment, right? So Dave and I turn to the Harvard prof who, of the three of us, is best equipped to do the briefing. He refuses. He's a good guy, and he refuses for the right reasons. He's not lazy. He says, I am just not prepared, I don't have the right materials, it's not professional, it's irresponsible, I'm not going to go up there and give them a lesson that's not my best.

So I said to him: You're raising the wrong comparison. The comparison is not between you now and you at your best, the comparison is between you now and poor Dave now because he's going up there if you're not. (Dave and I are always willing to make presentations irrespective of preparation.) Using professional norms, the prof wasn't wrong. But that is what can happen when we get hung up on notions of academic values.

My mentor, Bob House, would squabble in public and in print with people like Fred Fiedler because Fred never found conceptual underpinnings to explain the magical LPC, and yet he could predict certain behavioral consequences. Fred would say why don't we help some people out, and Bob would say it's irresponsible to put out instruments that you don't understand. These are the kind of things that make us less able to be helpful. I don't mean that I prefer sloppy work to good or unreliable to reliable. But if you can find a sensible balance between being rigorous and being useful, you can be immensely helpful.

I was fortunate to be able to find interesting work for most of my career. It turned out that the same things that were considered risky in academe, such as breadth and relevance, were pluses, not minuses, in the role of chief learning officer. Let me tell you how the whole thing came about. This is a trail that I legitimately blazed but I didn't mean to. I had worked for Welch as a consultant for years when he offered me the head job at Crotonville, leading the development of a third of a million people. You don't turn that down. I called 45 of my GE colleagues and invited them to Crotonville, a 53-acre campus with lots of sleeping rooms. I asked them: What should Crotonville start doing, stop doing, and keep doing under my care? We came up with new ideas and among them was a new title—I should be the chief education officer of GE. So I go back to Jack and I say, I am going to be a CEO just like you! And Jack said no; one is the right number. And Jack said you don't really want that title anyway, and he gave me a couple of reasons—information is a noun, education is a noun. If you call yourself a chief education officer or a chief information officer, you're going to begin to think of your client as the information itself. And indeed that is what CIOs do with information—their

business is to protect it, store it, guard it against hacking, and expand its compatibility. It's all necessary work and I am not putting it down. But "learn" is a verb, and if you call yourself a learning officer you will remember that your clients are the people who do the learning and not the learning itself.

Welch referenced the formula: ability \times motivation = performance. Chief information officers increase people's ability to share information—the compatibility of hardware and software. But Welch said the most important reason people don't share information is because they don't want to. You can get the fanciest hardware in the world but it's not going to help. So Welch said let the CIO do his job, and you do what's left over. This became the earliest job description for a CLO: to look at the design of the place, the buckets or cylinders, the norms, the reward systems, the politics—what's in the air that causes people to not share information?

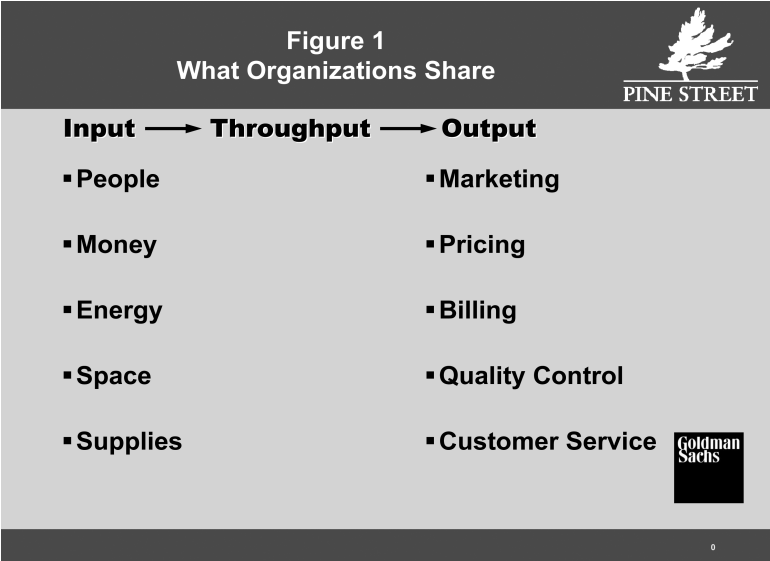
There were some things that we already knew. We knew why thugs don't share information: Thugs are always looking for private advantage. We also knew why idiots don't share information: Idiots don't do anything well, including sharing information. But we didn't have many thugs or idiots. The interesting question is why do bright, hardworking, confident people who care about the organization hurt the organization in this way? At GE we put a penalty on hoarding information—it will get you fired. If somebody does an audit and finds company money in your personal bank account, you get fired. If you have company ideas, metaphorically speaking, in your own account, if you have the best way to collect receivables in the company, the best way to train salespeople, the best way to hire and excite new employees and you don't share it, you're stealing.

So that was the basis of creating the chief learning officer job and it became the job description. Don't turn down rigor when you find it, but often it's not there. With that attitude I was able to get into a lot of interesting areas. So what I am trying to say is not that you can just turn off our profession's norms and values; they're there for a reason and they're valuable. But as they say, culture is a great guide but a poor jailer, and you shouldn't be imprisoned by it. If you can get past that, you can think about what the organization really needs. As a result of your intervention, are people better off than without you? Perhaps it wouldn't have been as good a job as if the Harvard professor had been fully prepared, but we just didn't know they were going to need it at the time.

What I want to do now is show you some things you can do if you get past those biases and norms, three ways that you can be immensely useful. One is our ability to add structure and framework to what people do.

Figure 1, "What Organizations Share," is my chart but Welch's idea. This model gave structure to and became the most powerful tool I had as chief learning officer. One thing about being around Welch, you get to be in a room with him and lots of people came in. It really was a second education for me. So here is the background (which became part of the book that Ron Ashkenas, Dave Ulrich, Todd Jick, and I wrote, called *The Boundaryless Organization*). Bernie Marcus from Home Depot complained about how hard it was

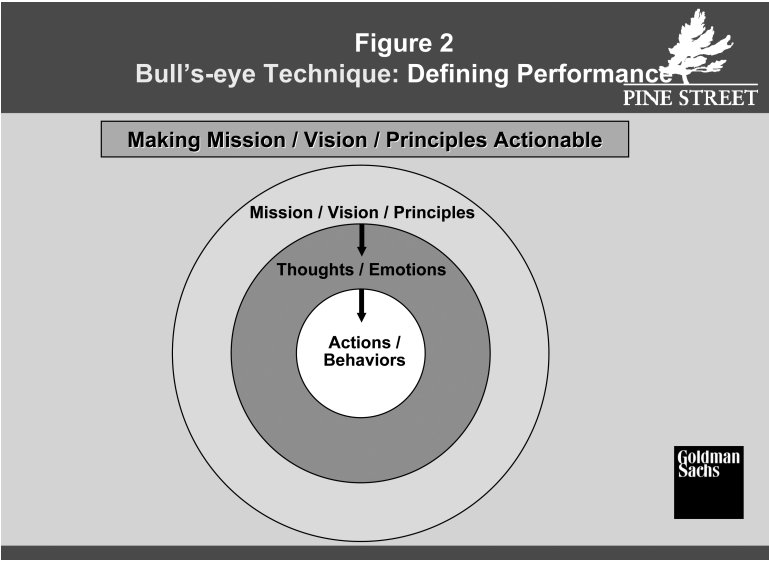
to be boundaryless in his industry. Sample dialogue: It gets hot in San Antonio, but it's still cold in Buffalo. So you need different products in the stores, which means different vendors and you have to have different supply chains. So Welch puts up for this for about 6–7 minutes, which is his limit anyway, and then starts screaming at the best customer we have. Welch says, Bernie stop it; you're making it complicated. That's the worst insult you could hear from Welch: You're making it complicated. He went on to say, what are you talking about? There are only two kinds of outputs in this world: products and services. Is there a third kind I don't know about? And whichever of the two you are pedaling, don't you have to collect your cash, market your product, appraise your people's performance, and do quality control? And there are only a handful of inputs. You work with people, money, physical space, and supplies, and all you do is convert inputs to outputs. That's all anybody does.



We taught the input–output model to a third of a million people at Crotonville. The centerpiece is a fundamental belief in the portability of knowledge; the rest is detail. This belief is often absent. For example, think of the university. Biology may have a fabulous way to recruit students, but the English department is never going to hear about it. If you expect things to be portable you are a lot more likely to find portability than if you think they won't be. You don't always find it. Power Systems in Schenectady, New York, one of the GE businesses, won a *Training Magazine* Classroom of the Year Award. But every time I visited Schenectady as GE's chief learning officer, all I could see was Turbine University—a place to teach customers how to fix and build turbines—so I failed. But the point is that I consider it my failure because I'm convinced that all knowledge is portable.

GE has taken this model to many schools and universities, from major ones to smaller schools in GE's neighborhood. It's also been offered to three governor's offices. Even Gingrich used it in Congress to teach the same point. If you believe knowledge is portable, it doesn't matter what it is. Everybody takes inputs and converts them to outputs. Let's take suppliers, for example. If you have superior purchasing algorithms to get supplier discounts, or a nice process to do online bidding, it's all portable. This is an example of bringing structure; the framework uses Welch's words, and I helped to systematize and disseminate it.

Here's another example that has been in our literature so long I don't even know who to credit (Figure 2). We call it the bull's-eye technique because of its shape. If you go back to the 70s, Warren Bennis talked about visualization, later Blanchard talked about backward imaging, and Stephen Covey talks about starting with the end in mind. Whatever you call it, it's a way of providing structure. In the top circle you put any goal, priority, mission, vision, or objective that you have, and you play the backward imaging game, as in, you are at a party one year from today, you are celebrating the success of your mission, and you are asking what are people doing differently? That's the bull's-eye. What are people doing that they weren't doing a year ago? How are they acting differently? What are they doing more of, and what are they doing less of? It's a way of taking anything, no matter how amorphous, and converting it into things that people do. Again, the model provides structure and framework. I never fill it in; I don't know what people should do differently, but they know. It is just a matter of having someone like me, who can add value because of the way we are trained. My contribution is not rigorous, but if you can get past that, managers get a better framework for decision making than they had already.



The first time I used this I had just taken the job at Crotonville. I had done work for Welch for a while but hadn't run the place. Welch said to me: "Here's what I want from you: I want Crotonville to be the common coffee pot of the company," and he's out the door. Two things occurred to me. One I have no idea what this man just said. And two, I don't think I'm supposed to ask! You must have had a boss like that in your career; there are enough of them to go around. These people are like Zen masters; they tell you what they want, and nobody knows what the hell they just said, and you're not supposed to ask. I didn't know what he said, but I did know what to do. I called my staff and said, "Staff: bull's-eye exercise." Top circle, common coffee pot of the company, it's a year from today. What are we doing more of? What are we doing less of? The point is, it creates structure. It created tangibility and created safety for me. Instead of going to my boss and saying, "Sorry sir but I have no idea what you were talking about," which isn't such a good opening, I can say "Sir, before I implement a plan to make Crotonville GE's common coffee pot, I thought you might want to see what we are working on."

We had people inside GE who thought they were great team players, but viewed from the outside they were in fact cold warriors. We wanted to create a definition of teamwork that was so extreme that no one could delude themselves into thinking they were satisfying it. In other words, we wanted a test that everyone would fail. So we came up with five words that comprised the most radical definition of teamwork I've ever seen: "not permitting others to fail" (Figure 3). Then, using the bull's-eye drill, we asked ourselves: What would it look like? From the literature we knew that the most effective change agents are moderately different from the people we are trying to change. If you are too similar, people love you but you won't change anybody. If you are too extreme and different, people dismiss you as a credible source. So our definition was too hard; it was meant to be extreme, but

Figure 3
Definition of Teamwork



Teamwork =
Not Permitting Others to Fail



we added structure and a framework. We just played a game: If we believe this, what would we do that we are not doing now. What do we start doing? What do we stop doing? We got a list of 15 things. Then we said to the managers, what do you think about this list? That one is stupid! Cross it off. That one's illegal! Cross it off. Maybe you have six left. So I said, look you are all good managers, you have good departments. Why don't each of you take one of the six and try an experiment to make it happen in your own unit. Don't even tell us about it. If it stops working, kill it. Nothing needs to go to HR, nothing to your boss. You've got the freedom to just make it go away. But you should know that we intend to set up a forum 4 months from now. We will make heroes of those of you who make it work, and you can tell us what you are doing and help us out. So at no point is there ever a reason to say no. They've never been hit by a big change process, and yet, it's the camel's nose under the tent. We are working from an extremely different definition than they have ever worked on before. The bull's eye is used to create specific behaviors, which can then be tested. This is all stuff that I got from the literature that some of you wrote and all of you read.

Bureaucracy—it's in the GE code. You are supposed to loathe bureaucracy and everything it stands for. So we do. Nobody likes being called a bureaucrat; that's not a compliment, right? But you talk to the accountants and auditors; anytime they put in a new expense report or require you to show receipts from your trip, people scream "bureaucracy!" No, it's not all bureaucracy. So, using the bull's-eye technique, we put bureaucracy in the top circle and asked: What does it mean? And we came up with RAMMPP, which stands for reports, approvals, meetings, measures, policies, and practices (Figures 4 and 5). With respect to each of them, you ask the questions on the right. Can it be done less often? Can it be done with less people? Can it be done remotely instead of in person? Can it be stopped altogether?

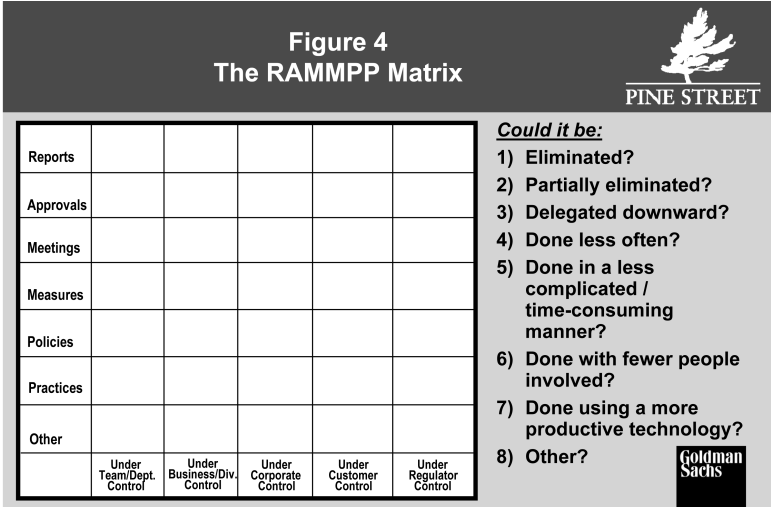


Figure 5

Rewarding Performance

Changing Systems and Structures



Using the following response choices, please indicate what would be most likely to happen if you were to do each of the actions described below:

- 1 = the action would usually bring reward or approval
- 2 = the action would probably bring neither approval nor disapproval
- 3 = the action would probably bring punishment or disapproval
- 4 = response to this action is unpredictable, ranging from approval to disapproval.

- | | |
|--------------------------|--|
| <input type="checkbox"/> | a. Coming up with and trying out new, untested ideas |
| <input type="checkbox"/> | b. Exceeding your authority when necessary to get the job done |
| <input type="checkbox"/> | c. Bending the rules when necessary to get the job done |
| <input type="checkbox"/> | d. Violating the chain of command when necessary to get the job done |
| <input type="checkbox"/> | e. Going along with the boss even when (s)he's wrong |
| <input type="checkbox"/> | f. Always going along with the majority view |
| <input type="checkbox"/> | g. Presenting your boss with an unpopular point of view |
| <input type="checkbox"/> | h. Sharing information with other units and departments |
| <input type="checkbox"/> | i. Keeping information from other units and departments |
| <input type="checkbox"/> | j. Achieving your group's goals at the expense of other groups |
| <input type="checkbox"/> | k. Setting very easy goals and then making them |
| <input type="checkbox"/> | l. Maximizing short-term bottom line at the expense of long-term bottom line |



Another example: one group took a look at their reports. The division created a stamp that said “return to sender.” They said, from now on if you get a report that you don’t read, instead of tossing it, return it with the stamp. Another business unit had the same idea but they had a different stamp. Their stamp said “Why am I receiving this?” Stamp it and return it. They told people producing the reports and distributing them, “Take a look and see if you can find a pattern in the reports being returned.” Here’s a pattern in the most admired company: We had reports coming back where every copy produced came back with the stamp, why am I receiving this? Every copy. Everyone thought they were getting a courtesy copy. Everyone thought someone must be using this. It turns out that nobody was. These are not stupid people. The reports used to be useful, but when you formed an alliance with a new vendor as part of the deal you got better data. The result is you are now getting useless reports. The key is making it actionable. Again, not my own ideas but I am giving them structure and a framework.

Here’s another example of how an organization sought to improve the quality of their reports. In this case an offsite was held including teams from HR, legal, and finance. The CEO of the company, along with division heads, was there to respond to the teams’ recommendations, so the participants—most of whom were fairly low level—were nervous. I was the facilitator, so I can report to you the actual dialogue (to the president): “Sir, when you buy something outside of the building, you always look at the price tag.” Yeah, yeah, right. “But sir, when you buy something inside the building, you never get the price.” For example, take a report. You say you need to know how many widgets were produced in the midwest territory; you have to know by Tuesday. Sir, you come in Tuesday, and there’s a report on your desk. You’ve

got no idea what you paid for it. They said, “Look Sir, we are not saying we are not going to do it but from now on when we give you a report to the exec office, we will put at the bottom right of page one, the approximate number of hours that went into its preparation. We’ll give you a price tag.” What was the CEO going to do, say no? So a few Tuesdays later he got a report about how many widgets were produced in each branch. At the bottom of the report it says 1,015. Hours?! A thousand hours?! “Sir, you said you needed it by Tuesday. We do the semi-monthly roll-ups on Thursday. No one is going to tell you that you are going to have to wait until Thursday, sir. Or you said you wanted it by branch. But did you know that all of our computers run it by district? Do you know what an overtime party is, sir? Do you know what seven people did all weekend? Hand rotating this stuff to create it by branch.” The CEO was not insensitive. Once he learned the misery he was inflicting on his people, he began to make more reasonable requests. He didn’t always need it by Tuesday and he didn’t always need it by branch. These are the things you can do when you can provide a framework, where you can provide structure.

Two final things I want to mention. You can do real research if you can get past the notion that your research has to be of publishable quality. For example, Goldman Sachs uses co-heads to lead divisions and departments. Many co-heads fail, but some are quite good. So my colleagues, staff, and I interviewed the good ones and created a list of best practices. We gave the new co-heads one-on-one briefings.

As another example, you hire senior people from the outside that you hear are good. But we had a high flame-out rate with people not doing well. However, some succeed. We do useful (though not publishable) research such as asking: What did the candidate do before joining our firm? What did the firm do in preparation? What socialization processes were in place?

A final example: repatriation. Everybody talks about the great learning you get when you are stationed overseas. I’m sure that it is true, but most firms don’t know how to use you when you get back. It’s one of the great puzzles in corporate America, but some people beat the odds, so you do research on those who are successful. Decisions based on your unscientific, unpublishable research are still going to be better than decisions made without it.

One guiding hint for research, we call this the “back of the manual” framework. Here’s what it means: When you buy a new car or a boat, the information in the front of the manual is for the aficionado. It’s got the specs, torque, ratios, rev-ups, carbs—I don’t know what they are talking about. But the back of the manual is written for people like me. The back of the manual says things like this: car won’t start, engine smoking, tire’s flat. This is what we do when we do useful research. Useful research concerns things people care about. For example, no manager in the history of the world has ever asked for a diversity audit or a competency analysis—this is HR playing with its food again. It’s not to knock HR—they know that it is useful because competency analysis will affect the quality of selection and diversity will

affect legal compliance. It's not that they have the wrong intention, it's just that they don't identify the back of the manual. The difference between good and bad staff support, whether it's HR or a chief learning officer, is that bad support always appears to add to people's workload. If I am a practicing executive, whether a university provost or a division VP, who told you I am looking for things to do? I am rich in things to do. The good supporter goes in and says two things: One, I know what your problem is, and two, I know how to help you. Using the back of the manual is how the members of my team keep each other honest. When we fall in love with our own concepts and technology, we say, wait a minute, we're doing it again, what's the back of the manual? What opportunity are we creating for our clients, or what problem are we solving? If we do that, our research can truly be useful.

Last point, a chief learning officer has to be a catalyst, be provocative. Let me close with a few examples. Again, you have to be moderately different, if you challenge all of people's beliefs they just dismiss you. In GE, the culture was significantly influenced by a benevolent despot at the top, a wonderful guy who got great results. But the result was a culture of respect bordering on fear, or at least anxiety. Some of the effects were terrible. Limo drivers will tell you about people throwing up on their way to a meeting with Welch. Half the people that worked for Welch would say he welcomed pushback, the other half would say it could get you fired. In my opinion he welcomed pushback, but it doesn't matter whether I'm right or wrong. Many people thought it was punished, and so information was withheld from him that he could have used.

Here's an illustration. I had authority to hire for Crotonville, but Welch loved and supported the place, so I invited him to interview some of my prospective senior employees. He interviews a guy I really want to hire. His secretary Rosanne calls me to come pick up my guy. Well, my guy is leaning outside the door of Welch's office, and he is hyperventilating, physically ill. I think, oh man, Welch hates him, this is terrible, I never should have let Jack see him. So I called Jack nervously and say, what do you think? And Jack said, "I like him, we had a nice chat." That's an example of people feeling as though they are getting beat up. They get so excited when he pummels you with questions.

So you have to provoke, you have to be able to fight. Here's another illustration. I got a request at Crotonville that Jack wanted everyone to have a certain book. So I say, "Okay, I'll read it." "He doesn't want you to read it, he wants everyone to have it" said one of his minions from Fairfield. So I said, "Jack doesn't select books for Crotonville; he likes me to do that."

I hope these examples strike you as unimpressive because my point is: Who among you could not have done these things, set up frameworks, constructed models, and served as a provocateur?

Such activities can be very valuable. The problem is we have all been exposed to norms that make us think that we are betraying our field, that we are selling out. I'm not saying that the path that I have taken is better than remaining in an academic career. I just think that the first unit of something

you haven't done is better than the nth unit of doing the same thing over and over again. I feel that I gained when I went from the corporate world to academia. I gained again when I went back.

I wish you the best, and thank you for listening.

Q&A

Q. Thanks for a great speech. What kind of new challenges do you face at Goldman having moved over from GE? Thank you.

A. The most important difference between the two is that GE believes fundamentally in the portability of knowledge. I have already mentioned moving ideas around, so let me say GE also moves people around. At Goldman, it is a different model. At Goldman and on Wall Street in general, you are promoted and rewarded for your client skills and product knowledge, your deep knowledge of content. You don't need to be a good manager. We'll get you a coach if you're not. Promotion is unrelated. At GE, you don't need to know much about the product initially, so I had more flexibility developing people because I could move them around. In fact, I like to torture my colleagues at Goldman by giving them Bob Wright's story. Bob Wright ran small appliances; GE sold the business but kept Bob. So Bob became the head of Capital Financial Services, and he built it into one of the most successful businesses at GE. He kept that job until GE bought NBC (part of RCA). GE decided to put Bob Wright in charge. The local magazine *Variety* laughed and said, so now the pots and pans guy is going to run a TV network; this is going to be fun. Only Bob turned out to be what many consider to be the most effective executive in the history of the industry. So at Goldman Sachs I created surrogates for natural movement. We move managing directors onto boards, and we created a joint venture with Harvard to give people board training. We set up action experiments and also shadowing; that came out of Hewlett-Packard.

Q. Can you expand on the use of stretch goals at GE?

A. At GE there was the expected level of performance and then another level above it. One of the rules straight out of the textbook is you should not hold people accountable for things beyond their control. Remember Welch's rule: Everything is under your control. If the Euro went crazy, too bad, why didn't you see it coming and hedge against it? So stretch goals by definition are goals that you have no idea how you are going to make. If you have a plan, that isn't a stretch goal. The problem is that GE had such a culture of punishing nonperformance. When people were gone, it was like, guys, what happened? He came off his numbers. Nothing could be said; the guy was dead. So on top of this culture, you put these stretch goals that we are not expected to make? It was a very difficult thing to sell. We had to learn; what you measure is progress toward the stretch goal. Measure how you are doing compared to your competitors, how you are doing compared to how you would be doing if you never set the stretch goal based on trends. We learned

to play off of different things, but we did learn this: Stretch goals by definition are not goals that you make. To do them right, go read the achievement and motivation literature, the Atkinson and McClelland research. If the goals appear ridiculously hard, people throw them out. But people really do work hard on them. Sometimes we make an analogy to bullet trains. If you have a train that goes from Osaka to Tokyo in 5 hours and you say I want you to do it in 4 hours and 45 minutes, they will think of small changes. But if you say do it in 3 hours, you have got to throw out all of your assumptions on how to do go between the two cities, and it really does create out-of-the-box thinking. So that was the notion and it really did pay off, and the challenge again was how to meld it into a culture that was not used to saying you missed a goal but that's okay. But I think we eventually worked it through.

Thank you again.



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“Working” Through Environmental Issues: The Role of the I-O Psychologist

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*Author’s Note 1: This article is based on the symposium, “Working” Through Environmental Issues: The Role of the I-O Psychologist presented at SIOP 2009. We would like to acknowledge the other authors in this symposium who saw the importance in integrating environmental sustainability into I-O psychology: **Elise L. Amel, Allan H. Church, Christie M. Manning, Jessica L. Saltz, Britain A. Scott, and Connie Wanberg.***

*Author’s Note 2: The first section of this paper was authored by Huffman, Watrous-Rodriguez, Henning, and Berry and is based on the opening paper of the symposium; the second section presents comments offered by **Paul Muchinsky**, symposium discussant.*

Environmental issues are a great concern in mainstream society, with online magazines (e.g., www.goinggreenmagazine.com), bestselling books (e.g., Rogers and Kostigen’s *The Green Book*), and a television channel (i.e., Planet Green) dedicated to them. Multiple sources of environmental damage exist, including organizations. Organizations exert a great impact on the environment; they are the main source of traffic and utilize large amounts of resources (e.g., electricity, paper; see Oskamp et al., 1994). Organizations are beginning to recognize the importance of their carbon footprint. However, although green behaviors are becoming more mainstream, politically correct, and almost expected by society, and although they have received attention in other areas of psychology (e.g., social, environmental) and management, there has been little discourse concerning environmental issues in the workplace among I-O psychologists. The goal of this article is to fill this gap by bringing to light a virtually ignored, yet important and timely, stream of research and application related to environmental issues in the workplace.

We propose two major reasons why it is critical for I-O psychology to become involved in organizational sustainability issues. First, sustainability issues are important to organizations and the work environment. I-O psychology’s goal is to enable organizations to function effectively (Spector, 2000).

We achieve this goal by examining and understanding important organizational issues. Because organizations are beginning to recognize the importance of environmental sustainability, our field must follow their lead. Our knowledge of organizational issues (e.g., training, attitudes) should allow us to become a vital resource in environmental sustainability research and practice.

Second, we propose that including environmental sustainability issues on our agenda is the right thing to do. As scientists, our knowledge, skills, and abilities can provide the largest organization, the human race, with a healthy and long-lasting place to live and work. Many researchers have suggested that there is a place for socially responsible topics in I-O psychology (e.g., Koppes, 2007; Lefkowitz, 1990, 2008; Rogelberg, 2006); we believe that environmental sustainability is one of those issues.

In order to assess the gap between organizational behaviors and attitudes toward sustainability and current trends in I-O psychology regarding sustainability, we used three different sources to ascertain the attitudes and behavior of organizations and I-O professionals: (a) a review of *Fortune* 100 companies' Web sites, (b) a review of I-O psychology textbooks, and (c) a survey of SIOP members.

In the past 10 years, many terms have been used to help describe environmental issues, including "sustainability," "environmental sustainability," "pro-environmental," "green," "corporate ecological responsiveness," and "ecological behavior." For consistency, we will use the term "sustainability," which is defined as "using the world's resources in ways that will allow human beings to continue to exist on Earth with an adequate quality of life" (Oskamp, p. 496, 2000). Sustainability is related to modern issues such as climate change, energy and water consumption, air pollution, and waste management.

***Fortune* 100 Companies: Their Environmental Identity**

The two proposed reasons for the need of I-O psychologists to be involved in sustainability issues (i.e., importance to organizations and the right things to do) are the same reasons that organizations include sustainability in their missions. Organizations represent one of the most important "customers" of I-O psychologists. With this in mind, we believe that the mission of I-O psychology needs to align with issues core to organizations. In order to fully understand the extent to which organizations see sustainability as a central part of their mission, we reviewed the Web sites of *Fortune* 100 companies to examine the prevalence of sustainability issues. To this end, two graduate students independently reviewed the Web sites and rated the companies on a range from "no evidence of sustainability" to "sustainability ingrained." Overall, 71% of companies had sustainability ingrained in the Web site, suggesting that environmental issues are prevalent in today's top organizations.

Companies' dedication to sustainability was revealed at both the organizational and individual level. Some examples from highly rated companies' Web sites highlight their emphasis on sustainability at the organizational

level. For example, Exxon Mobil devotes a section on their Web site to “energy and environment.” Here, they note their reduction of greenhouse gas emissions by approximately 5 million metric tons in 2007, which is equivalent to removing about 1 million cars from roads in the United States. Verizon, another company that received the highest rating, has kept over 200 tons of electronic waste and batteries out of landfills by recycling used cell phones or donating them to victims of domestic violence.

Although these examples are more macro in nature, there were some organizations that discussed sustainability issues that were more directly related to their employees. El Paso, a top-rated company, has a paper recycling program, through which 25.6 tons of paper were recycled in a 3-month time frame. This amount represents a 26% reduction in their overall contribution to landfills. In a similar vein, McKesson, a pharmaceutical company, states that they have “established recycling programs in the majority of our locations and offer desk-side recycling at our headquarters facility.” Thus, it is clear from this review that numerous and various types of organizations are realizing their environmental impact and attending to sustainability issues.

I-O Psychologists: Our Environmental Identity

An executive once stated, “In a prosperous society, you really have only two assets: people—their creativity and skills—and the ecosystem around them. Both need to be carefully tended” (Esty & Winston, 2006, p. 32). I-O psychologists have been successful in tending to the people; however, we believe that I-O psychologists can contribute substantially in tending to the ecosystem as well. As I-O psychologists, our expertise in individual and organizational behavior gives us much to contribute to sustainable or “green” behaviors.

Several I-O psychologists have hinted at the importance of sustainability in the field of I-O psychology. Campbell and Campbell (2005) suggest that I-O psychology needs to join other disciplines in working through environmental challenges. Cascio and Aguinis (2008) state that if our discipline continues to rely on past research trends and does not look to timely and relevant topics, HR practitioners and managers will fail to recognize us as organizational experts. Aguinis (in press) states, “Organizational responsibility is a concept consistent with SIOP’s mission as well as the scientist–practitioner model” (p. 35). Finally, Lefkowitz (1990, 2008) suggests that our scientist–practitioner model needs to be extended into a scientist–practitioner–humanist model (S–P–H model). The major goal of I-O psychology is to assist organizations so that they may function effectively (Spector, 2000). With this in mind, we must attend to the important workplace issues of tomorrow to fulfill this goal.

The previous review of *Fortune* 100 Web sites suggests that sustainability is important to the majority of organizations. With this in mind, we investigated whether this interest level was reflected in the field of I-O psychology. To assess perceptions of the importance of sustainability issues among I-O

psychologists, we used three methods. First, we administered a survey to a sample of SIOP members. Second, we reviewed a sample of I-O textbooks to ascertain the level of coverage that sustainability was provided within the textbooks. Third, we conducted a literature review to identify research conducted by I-O psychologists discussing sustainability issues.

Survey. We administered an online survey to a random group of SIOP members ($N = 929$) extracted from the membership database. Our response rate was 22% with a final N of 200. Regarding employment, 64.4% of the sample reported working in an applied setting whereas the remaining respondents reported working in academia. In terms of demographic characteristics, 57.4% were male, 96% were White, and the average age was 44.9 ($SD = 11.0$).

In terms of the I-O professional as an educator, we examined both the instructional and research components of I-O psychology. Approximately one-third of the sample reported that sustainability issues should be taught in undergraduate I-O classes (36.6%) and graduate I-O classes (34.1%). However, when we examined actual offerings of such classes (i.e., I-O classes related to sustainability issues), 5.9% reported that their university offers an undergraduate class and 1.5% reported that their university offers a graduate class. The distinction between attitudes and behaviors is glaringly obvious in this area. Finally, the majority of the respondents (76.8%) stated that students should have the opportunity to be involved in sustainability-based research.

Textbook review. To assess the coverage of sustainability issues in I-O textbooks, two graduate students independently reviewed the 11 most recent editions (see Appendix A for full list), searching for quotes that included I-O psychologists' mission to help "others," "society," or "humanity." Overall, some textbooks flirted with the idea of sustainability by mentioning topics such as fostering "society as a whole" (Jex & Britt, 2008) and making contributions to human welfare (Levy, 2005). A number of textbooks also briefly mentioned the importance of studying the problems of today rather than those of yesterday (Cascio & Aguinis, 2005; Landy & Conte, 2007), the need for organizational cultures to invest in the future (Aamodt, 2007), and the importance of developing research designs that deal with the needs of and changes in society (Krumm, 2001). However, the results of our textbook review indicated that only one mentioned sustainability-related terms. Muchinsky (2008) stated "I-O psychology has a role to play in understanding global warming. Climate change will produce social change on a massive scale, and I-O psychologists can contribute to helping people cope with these changes in their work lives."

Literature review. Our review uncovered a dearth of organizational research related to sustainability. Importantly, most of the research we did identify was found in the field of management or environmental psychology rather than in I-O psychology journals. Three streams of research in this area are apparent. These examine organizational attitudes and perceptions toward sustainability, actual sustainability behaviors performed by organizations, and effects of sustainability on organizational practices and outcomes.

Regarding organizational sustainability attitudes, Harris and Crane (2002) conducted management interviews and uncovered several factors associated with organizational culture in relation to sustainability. Their findings indicate that “green culture” ranged from almost nonexistent to strong across organizations. Factors that influenced the level of green culture included the presence of a formal, written statement regarding sustainability, organizational type (e.g., nonprofit vs. commercial organizations), industry macroculture, prevalence of subcultures in the organization (i.e., more subcultures led to less sustainability overall), and beliefs about the link between organizational performance and sustainability. Some participants also indicated that sustainability issues were limited to specific departments (e.g., purchasing, operations). Harris and Crane also uncovered some obstacles to green culture, including the internal politics of the organization. In addition, some participants viewed sustainability issues as a management fad that would not last. Overall, their findings suggest that few managers believe their organizations are truly concerned with sustainability.

Other researchers have examined motives for sustainability or “green change.” Organizational motives for going green include (a) competitiveness, or the impact of being concerned with sustainability issues on profit; (b) legitimization, or an organization’s wish to improve its procedures to match extant values, beliefs, or norms (Suchman, 1995); and (c) ecological responsibility, which derives from the organization’s concern for its obligations toward society (Bansal & Roth, 2000). Finally, Amel, Manning, and Scott (2009) examined employee perceptions and organizational opportunities on the path to going green.

Research also has examined sustainability behaviors including recycling and driving. Regarding organizational recycling practices, Oskamp et al. (1994) found that 85% of the organizations sampled reported recycling paper, although the programs varied widely, with some only recycling computer and white paper. Lee and De Young (1994) found that employees derive intrinsic satisfaction from participation in office recycling programs. Siero, Boon, Kok, and Siero (1989) examined how employee behavior could be modified to increase positive organizational outcomes. The researchers used training as a tool to teach employees to drive more efficiently, thus saving the organization money.

A final stream of research examines effects of sustainability. Rusinko (2007) examined how green practices affect organizational outcomes such as company image and found that environmentally sustainable manufacturing practices are related to positive competitive outcomes such as manufacturing cost and product quality. In a study that focused on recruitment, Bauer and Aiman-Smith (1996) found that a pro-environmental culture positively affected organizational recruitment even when potential recruits did not view themselves as holding pro-environmental attitudes.

It is evident that there is a need in the extant I-O literature for more research on sustainability issues. To reiterate, the small amount of research reviewed here has been published in journals with a management or business focus (e.g., *Academy of Management Journal*) or with an environmental focus (e.g., *Envi-*

ronment and Behavior) rather than in psychology-based journals that I-O psychologists seek to publish (e.g., *Journal of Applied Psychology*).

In an attempt to reduce this gap, we have created a list (see Table 1) of areas in which we believe I-O psychology can contribute to sustainability issues. Foremost, psychologists need to conduct more sustainability research (McKenzie-Mohr, 2000). For example, studies examining the link between “green culture” and organizational performance (Harris & Crane, 2002) would provide a great benefit and have many implications. If research supports this link, a logical next step would be to examine the factors that influence an organization’s green culture. For example, studies on the role of person–organization fit might examine whether the match between employees’ and organizations’ sustainability goals and values affect worker and organizational outcomes. Furthermore, an understanding of how to promote and influence the engagement of green behaviors in the workplace would be of great benefit. A plethora of the research I-O psychologists engage in is focused on predicting behaviors (e.g., job performance, citizenship behaviors). Many of these theories and findings may be applicable to understanding the antecedents of sustainable behaviors in the workplace.

Table 1
Environmental Issues and I-O Psychology

Topic	Theory	Potential questions
Culture	Organizational theory	What makes a green culture?
	Person–organization fit	How does the match between employees’ and organizations’ environmental values affect job-related outcomes (e.g., performance, turnover)?
Selection	Person–organization fit	How does the match between employees’ and organizations’ environmental values affect organizations’ selection procedures? How does this match affect applicants’ decisions to accept or reject job offers? Can organizations select for sustainability?
Recruitment	Person–organization fit	Can “sustainability culture” be used as a recruitment tool?
Pro-environmental workplace behaviors (e.g., recycling)	Theory of planned behavior	How can sustainability intentions be translated to actual behavior?
Training	Observational learning	Can employees be trained to engage in sustainability behaviors by observing others’ behavior?
	Operant conditioning	Can employees be trained to engage in sustainability behaviors using reinforcement?
Work–life balance	Spillover theory	Do recycling habits learned at work spill over to nonwork domains and vice versa?
Ethics	Kohlberg’s theory of moral development	Can engaging in sustainability behaviors be perceived as a societal obligation?

Table 1 (*continued*)

Topic	Theory	Potential questions
Efficiency	Payne's efficiency orientation	How can organizations utilize natural resources more efficiently?
Pro-environmental behaviors (e.g., telecommuting, 4-day workweek, teleconferencing/computer-mediated communication)	Corporate social responsibility	What is the impact of these behaviors on sustainability? How do they affect performance and/or the work-family interface? Can computer mediated meetings accomplish as much as face-to-face meetings?
Decision making	Rational economic and/or bounded rationality models	Can organizational decision makers be trained to consider sustainability issues during the decision-making process?
Work stress/occupational health	Person-organization fit Role conflict	Do employees' whose environmental values match those of their organization experience less stress? Do employees whose environmental values do not match those of their organization experience role conflict? Do environmentally driven employees who work for organizations that do not engage in sustainability behaviors experience role conflict?
Leadership	Transformational Leadership Path-goal theory	Can leaders transform organizations into sustainable entities? Can leaders take organizations on a path to sustainability?
Justice	Procedural justice	Do employees who have a voice in their organizations' sustainability behaviors report higher levels of procedural justice?
Compensation and rewards	Equity theory	Can employees be rewarded for engaging in sustainability behaviors? Will this increase their occurrence?
Globalization of work	Individualism/collectivism	Can organizations learn to work cooperatively across cultures to solve major environmental problems?

Psychologists can also use their knowledge to assist in the design, implementation, and evaluation of programs that are focused on sustainability behaviors (McKenzie-Mohr, 2000). For example, the design and evaluation of training programs focused on sustainable behaviors in the workplace may prove to be of great value to organizational outcomes. Potential questions to be examined include whether employees can be trained to engage in sustainable behaviors, and if so, what are the most promising methods for doing so? Perhaps training leaders to promote sustainable behaviors and rewarding employees who do so will improve organizational sustainability.

Finally, socially responsible practices on the part of organizations that were once considered discretionary are quickly becoming a business necessity

(Altman, 1998). An examination of the extent to which an organization's green culture and sustainable practices are perceived as socially responsible, and whether this social responsibility results in improved organizational outcomes and corporate reputation, may prove to be a critical area of study.

Conclusion

Campbell and Campbell (2005) suggested that I-O psychology should join other disciplines in working through environmental challenges. We agree and our results support this notion; sustainability is relevant to organizations and relevant to our society. In summary, we share Lefkowitz's (2008) vision that I-O psychologists need to address a new research topic; "As often as we express scientific and instrumental concerns like 'is it valid?' and 'is it cost effective?' we should be asking 'is it the right thing to do?'" (p. 12). We propose that there are many ways I-O psychologists can "do the right thing" through research and applied practice in sustainability issues. These issues are a concern for mainstream society, organizations, and other organizationally related disciplines (e.g., management scholars). It is time that I-O psychology jumps on this important bandwagon.

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Appendix A

I-O Textbook Search List

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SIOP Discovers Green-Land

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At the 2009 SIOP conference I had the pleasure and honor of serving as the discussant for a symposium on the role of I-O psychology in the “green movement.” The following were four major points of discussion.

The baby needs a name. There is no commonly accepted name for this area of research. It has been variously referenced as green issues, going green, eco-friendly, global warming, biospheric, climate change, and environmental sustainability (among others). A name conveys an image, and the multiplicity of names produces an unclear image. A singular name would facilitate the derivation of an accepted definition or at the least a tight description.

Avoid reductionistic thinking. Simple research questions invite simple and misguided answers. I believe a useful way to think about this topic is to envision a matrix. One axis would contain relevant indices provided by researchers from the physical sciences (as related to water, energy, pollution, etc.). The other axis would contain relevant indices from the behavioral and organizational sciences. Subsequent research may well reveal a broad and complex array of empirical relationships among the concepts under investigation.

Time. Researchers from the physical sciences have predicted that, if the current rate of global warming continues, in 100 years the oceans will rise many feet above existing levels, caused by the melting of the polar ice caps. Today this problem would not be dismissed as being unimportant, but how many people today would say this problem is urgent? Urgency is time based, and the typical units of “urgent time” are seconds, minutes, or hours. No one reading this issue of *TIP* will be alive 100 years from now. Global warming represents a paradox to the human condition. Environmental issues of today are urgent but not necessarily for the welfare of the current generation. Psychologically we must develop an urgent sense of stewardship of contemporary ecological issues for the welfare of future generations.

Maturity of research topics. Competition for publication space in scientific journals is keen. Journal editors and reviewers demand articles based on high-quality research. One primary characteristic of quality is the research has a strong theoretical base. Behavioral research on global warming lacks the hoary theoretical legacy of mature research topics (as leadership, for example). If nascent research topics as global warming are held to the same publication standards as the more mature areas of research, scientific contributions in this emerging area will be few in number and of minor practical impact.

I referred to the researchers who contributed to the SIOP symposium as “pioneers.” Judging by the degree to which environmental issues are making world news, SIOP’s entry into this arena has arrived none too soon.

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Developing Next Generation Leaders: High Priority on High Potentials

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Despite the economic “meltdown” of 2008 and increased unemployment levels, estimates indicate that the impending surge in baby boomer retirements will result in a labor shortage of 10 million workers by 2010 (Dychtwald, Erickson, & Morrison, 2006). If just 10% of these retirees exit leadership positions, the U.S. workforce will soon face a shortage of 1 million leaders. To compound the problem, the need for leadership talent is a key concern for line executives and human resource professionals for at least three reasons: (a) increasing expectations of shareholders; (b) the volatility of the current financial market; and (c) rapid changes in the business environment, including globalization, evolving business strategies, continuous technological changes, and shifting demographics (Gandossy, Salob, Greenslade, Younger, & Guarnieri, 2007; Schein 2005). Given this potential leadership shortage and the need for future leadership talent, efforts aimed at building leadership pipelines and developing the next generation of leaders seem quite justified and appropriate.

Organizations are charging many I-O professionals with identifying and developing individuals to fill key leadership roles in the next few years. As an example, at one public utility, managers and executives who will be eligible for retirement within the next 5 years currently occupy over 50% of the key leadership roles. At another large manufacturer that employs 100,000 individuals globally, two-thirds of the workforce will reach retirement eligibility in the next 7–10 years. Many of these vacancies are leadership positions. Therefore, despite the current economic environment, firms are still allocating resources to identify and develop future leaders (Mattioli, 2009).

Recent research by the Conference Board suggests that a majority of organizations are increasingly concerned with their ability to identify and develop leadership talent. For example, in 1997 nearly one-half of the respondents to a Conference Board survey rated their company’s leadership as either excellent or good. By 2001, the number had dropped to only one-third (Barrett & Beeson, 2002). This decline occurred despite the fact that 90% of U.S. companies provide some type of leadership training (Schein, 2005). Furthermore, expenditures on leadership education and development represent an investment that may reach \$50 billion annually (Ready & Conger, 2003).

Fulmer and Bleak (2008) recently reported that companies are placing increased emphasis on leadership development programs aimed at identifying and developing high-potential employees. Their study was part of a collaborative research effort conducted in 2006 by the American Productivity and Quality Center, the Center for Creative Leadership, and Duke Corporate

Education. They designed this research to investigate (a) best practices in leadership development, (b) how these practices drive business performance, and (c) how companies evaluate the effectiveness of their programs.

Companies participating in the study included industry leaders such as PepsiCo, Caterpillar, and Cisco Systems. According to Fulmer and Bleak (2008), "We didn't plan to write a chapter on the development of high-potential employees. However...we found that our best-practice partners placed a significant emphasis on it" (p. 83). They found that companies were not only placing greater emphasis on the development of high-potential leaders but were also increasing funding for these efforts.

In another global study of 563 companies representing 41 countries, Gandossy et al. (2007) reported that "best practice" companies were more likely to (a) identify high-potentials deeper in the organization, (b) have formal programs for high-potential development, and (c) link compensation to both performance and advancement potential. Organizations are not only focusing attention on high potentials, but successful programs identify leadership talent earlier and link incentives to leadership progression.

Given the increasing importance of high-potential programs, it is no surprise that last spring's SIOP annual conference in New Orleans contained numerous sessions focused on identifying and developing future leaders. We chaired separate panel discussions and attended additional sessions focused on high-potential programs. We were surprised to find that, despite the number of sessions centered on the topic, all of those we observed were well attended, indicating a strong level of interest among I-O professionals.

In addition to our own sessions, we found four that focused specifically on high-potential programs, three that presented very similar information using other terms such as "talent management" or "succession planning," and dozens of sessions that covered related topics. Therefore, we thought it would be helpful to summarize the key themes and ideas that emerged from these presentations. Following the conference, we reviewed audio recordings of several sessions that we were unable to attend. These sessions had titles or descriptions containing key words or phrases such as "high potential," "talent management," and "succession planning." We then limited our focus to sessions that centered specifically on topics relating to the identification and development of future leaders.

Table 1 lists the affiliate organizations of presenters in sessions that focused specifically on the topics listed above. Given the number of sessions at SIOP each year and those at least indirectly related to the topic, we apologize to organizers and participants unintentionally excluded from this list. However, as shown in Table 1, presenters represented a wide variety of organizations and industries.

In our review, we sought to provide an overview of the "current state" of high-potential programs. Specifically, we summarize session content according to five areas:

- Key drivers of high-potential development efforts,
- Identification and selection of high-potential talent, including the role of assessment,

Table 1

*Affiliate Organizations of Participants in Relevant SIOP Sessions**

Industry	Organization
Technology and communications	Dell Computer
	IBM
	Intelsat
	Microsoft Corporation
	Novo Nordisk
Manufacturing and utilities	AGL Resources
	Dow Chemical
	Ingersoll-Rand
	Rolls Royce
Retail	Payless ShoeSource
	Target Corporation
	The Home Depot
Agricultural and pharmaceuticals	Bunge
	Johnson & Johnson
Consumer products and services	Pepsico
	Sodexho
Insurance and financial services	Alliance Bernstein
	Mutual of Omaha
Government	United States Postal Service
Consulting	Aon Consulting
	Developmental Decisions International
	EASI Consult
	Employment Risk Advisors, Inc.
	Fisher Rock Consulting
	Hay Group
	Hogan Assessment Systems
	Human Resource Assessment & Development
	HumRRO
	MDA Leadership Consulting
	Oliver Wyman-Delta Organization & Leadership
	PSI Services, LLC
	ThinkWise Inc.
Education	Columbia University Teachers College
	Seattle Pacific University
	Washington University

*Sessions reviewed in preparing this manuscript, per the SIOP 2009 annual conference program, included session numbers: 22, 41, 63, 89, 105, 145, 251, 258 and 287.

- Program approaches for high-potential development,
- Program impact and evaluation strategies,
- Other considerations.

A comprehensive review of any one of these areas would easily constitute its own paper. Rather than addressing each extensively, we sought to provide a high-level overview of the common themes that resulted from the conference. Following this summary, we discuss what we believe are the key challenges in this arena and present preliminary recommendations for future research and practice.

Key Drivers of High-Potential Development Efforts

Efforts aimed at identifying and developing future leaders in organizations are not new. Although the phrase “high potential” has generated considerable buzz lately in the I-O community, the underlying goal and concept has existed for decades. To start our review, we identify the key drivers that lead companies to expend resources toward these efforts.

As might be expected, the reasons cited for implementing high-potential programs varied. However, they tended to focus on the following concerns: (a) the ability of individuals at lower levels in the organization to assume top-level positions; (b) changes in business strategy, structure, or culture; (c) the need to accommodate anticipated growth; (d) the need to retain current talent; and (e) interest by senior management in actively participating in the identification and development of their replacements.

Expressed goals also varied. In many cases, presenters expressed concern over the lack of clear-cut objectives to aid in the development and evaluation of their high-potential programs. Those who did outline specific goals tended to focus on the following areas: (a) identifying specific individuals to fill C-suite positions in the future; (b) developing successors for specific senior roles; (c) identifying individuals likely to be successful if promoted, regardless of current organizational level; (d) preparing individual contributors to assume managerial positions; (e) “broadening” the experiences of high performers to develop business acumen and increase bench strength; and (f) providing development opportunities as a strategy for retaining talent.

Identification of Leadership Potential and Selection for High-Potential Development

The first question to consider when identifying high-potential individuals is “How do you define and measure high potential?” Session presenters provided varied responses to this question. Several expressed concerns that, although current work performance should not necessarily represent the overriding determinant for high-potential designation, it was the primary determinant relied on in their organization. Many organizations also placed value on tenure. One common theme mirrored what many I-O psychologists regularly report to selection clients that the skills needed to perform effectively change as individuals move up the organizational hierarchy. In other words, high-performing incumbents are not always the best candidates for promotion. Still, performance appraisal results emerged as the primary indicator of high-potential designation.

In addition to performance appraisal ratings, organizations often use competency-based rating tools to assess characteristics believed to be associated with successful performance in higher level positions. For example, several session participants cited the use of competency models designed to identify and measure performance constructs associated with future leadership performance. Although such an approach is future oriented, there are still concerns over the degree to which current performance influences these ratings.

These concerns inevitably lead to discussions on the potential role that individual assessments play in the identification and selection of high-potential employees. Although presenters most frequently cited personality instruments, others included assessment centers, cognitive ability measures, and situational judgment inventories. Still, the use of assessment for identifying high-potential employees or job applicants was rare.

When discussing the use of multiple indicators for identifying high-potential individuals (i.e., current performance indicators, future-oriented competency ratings, and individual assessment results), some panelists indicated that their organization used structured scoring guidelines for rating current employees. Most, however, indicated that final decisions were left to the subjective judgment of higher level managers.

Program Approaches for High-Potential Development

A second overriding question concerning high-potential programs is “How do you train and develop high-potential employees?” The most common types of developmental opportunities included classroom training, on-the-job experience, action learning initiatives, 360 feedback, assessment-based feedback, and coaching and mentoring. As expected, organizations varied in the types of and diversity of developmental opportunities provided, the resources devoted to high-potential development, and the roles organizational members played in these efforts. Another common theme concerned how organizations created specific programs to address future leadership development in the global arena.

Although there were differences in how companies approached programs for their high-potential leaders, the “70/20/10” characterization of Lombardo and Eichinger (2007) seemed to guide many efforts, at least at a conceptual level. Most programs incorporated some mix of classroom experiences, coaching and mentoring, and on-the-job learning and development.

Many organizations also relied on individual assessment results to guide development efforts. The most common types of measures included performance measures, such as 360s, and personality-based instruments. Despite their relatively high costs, several companies also used assessment centers for driving development efforts. Session presenters from at least two organizations discussed action learning approaches as a means for gaining experience in solving real business problems and gaining exposure to senior executives.

Evaluating Impact and Effectiveness

Despite differences in how companies define and approach high-potential programs, one common theme across sessions concerned the evaluation of program impact and effectiveness. Most presenters seemed to agree that evaluating impact and demonstrating value represented a critical challenge. Several session chairs presented panelists with questions concerning methods for tracking program success, ensuring accountability among program facilitators, and refining programs to improve effectiveness. Inevitably, these questions received responses that fell into one of three categories: (a) organiza-

tions do not currently track program success, (b) those charged with running the program recognize the need to track success but have no plans in place, or (c) plans were in development but were not yet clearly defined.

A primary obstacle for evaluating program effectiveness concerned a lack of measurable objectives surrounding many programs. Even when both senior management and program facilitators recognize the need for developing future leaders, clear success indicators rarely exist.

Other Considerations

A number of additional topics consistently emerged during these sessions. For each, company practices varied according to factors such as organization size, industry, culture, and resources. Again, many of these topics could warrant their own in-depth review. These include:

- *Scope*: How many employees are included and at what level? Is the program organization wide or locally driven?
- *Duration*: Does the program have a set duration? If so, how long does it take to achieve the program's objectives?
- *Transparency*: Should organizations inform individuals of their high-potential status? What are the implications for both those individuals and those left out?
- *Executive support*: Do senior managers actively participate in and endorse the program? If not, how do you overcome the hesitation of some senior managers to participate in a program designed to replace them?
- *Integration*: How do you link high-potential program efforts with other human resources efforts?

Key Challenges and Future Recommendations

When identifying key challenges, one overriding theme was the lack of clear definitions for "high potential" and, in turn, clear goals and objectives. A number of obstacles stem from this around identifying high-potential employees and applicants, planning development initiatives, and most directly, a near-universal lack of effort aimed at evaluating program effectiveness.

Another challenge surrounds the lack of communication in our field concerning what other practitioners are doing in response to the need for high-potential programs and what existing research in related areas—like career development, succession planning, and talent management—has to offer. The number of related sessions and their strong attendance at the conference indicates that many I-O professionals are not only engaged in high-potential programs but are very interested in what others are doing. We could all benefit from future efforts focusing on specific components of and issues surrounding high-potential programs. Such topics might include key challenges faced by practitioners, important areas for improvement, and the research needed to advance understanding in this area.

Another relatively unexplored area is the role of individual assessments. As I-O psychologists, we believe firmly in the old adage "past performance

is the best predictor of future performance.” But as we know from our work in the area of job analysis and competency development, jobs differ in terms of knowledge, skills, and capabilities required for exceptional performance. Past performance may no longer be the best indicator of future success when an individual’s responsibilities change. As a field, we need to develop a better understanding of the role that individual assessments can play in predicting performance throughout levels of the management hierarchy. We believe that factors like adaptability and learning agility may offer promise in terms of enhancing prediction in high-potential populations.

Finally, I-O practitioners need to work closely with senior management to increase buy-in, develop clear objectives, and tie practices to these objectives. These efforts should involve research on the best mix of various development efforts, including assessment, training, coaching, and on-the-job experience. Although considerable research exists examining the value of these methods for increasing performance within current jobs, little research exists examining these tools for future jobs. What is the right mix of approaches for optimal growth and development? Does this mix vary as a function of job type or job level? Should practitioners consider individual difference variables in determining the right mix of experiences?

The drive to develop future talent is not new. I-O psychologists have devoted considerable effort towards this objective for decades and, as a field, we are well equipped to help organizations systematically and effectively identify and develop future leaders. It is imperative, however, that we do a better job of focusing research on how to best (a) help organizations with these efforts, (b) measure our success, and (c) communicate both effective and ineffective practices to others in our field, thereby ensuring that we achieve our fullest potential within our own organizations.

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Why We Need to Study Resistance to Change

George B. Graen

Contemporary theory about what CEOs of public corporations strive to accomplish focuses on finding positions at the top of a valuable hill, defending against all threats by friends or foes. This “king of the hill” metaphor was acceptable until the knowledge-era tsunami washed away all the hills and revealed the underlying mountain. The new metaphor meant many new and old competitors were climbing together on the same rock face. Some may find a niche in which to hide for a short time, but most CEOs must keep trying new ways to achieve their dynamic competitive positions.

This competitive rock climbing metaphor has been more appropriate to small private businesses than to large public corporations. Unfortunately for CEOs of public corporations, they must now act more like the much quicker and flexible small business CEOs. This change in the metaphor implies that public corporations also must become quick and flexible relative to both their present and future competitors.

CEOs of public corporations need our help to understand better the phenomenon that I-O psychology years ago named “resistance to change.” (An Internet search reveals over 22 million references.) We are the experts in research-based knowledge regarding the conditions that need to be met before psychological resistance to change can be overcome and transformed into support and guidance of change. We need to propose to CEOs employing proper channels how we can facilitate their game-changing strategies.

Deborah Gibbons (2009) presented a recipe for constructing a meaningful representation of emerging networks of (a) Graen’s (in press) excellent partnerships, (b) Krackhardt & Hanson’s (1993) advice, (c) Sparrowe & Liden’s (2005) influence, and (d) Fairhurst and Sarr’s (1996) information, to name a few. She points out that for routine muscle work, engineering process organizational designs assumed that most human personalities could safely be left at the front gate and picked up after work. New designs need to adapt to the oncoming knowledge tsunamis that require more of human capability be engaged. Although command and control are not feasible for use with much of this newly required emergent change behavior, common fate can influence people to join emergent networks, especially those with excellent relations between network leaders and their members.

Here is where I-O psychologists can make a huge difference. A large body of research informs us how to develop such all-star emergent networks. Unfortunately, most of this technology is unknown even to executives who are charged with making their organization more adaptable. A DIY manual for CEOs puts this within easy reach (Graen & Graen, 2009). Hopefully, the age of fraternity-style management in large public corporations ended 1/20/2009 and will be replaced by pragmatic adaptability.

Psychological Design

Graen (in press) introduced the concept of the “psychological design” as a prescription for overcoming resistance to change in large public corporations. According to this model, participants encase ideas of outmoded engineering processes in old habits locked together by functionally interdependent coworkers. “The way we’ve always done it” or “we tried that before” become the red lights stopping change. Those red lights must be turned green (unfrozen) before real change can proceed. As senior design architects know, any new engineering design of significant scope requires an appropriate psychological design to help turn the lights from red to green. Engineers also tend to employ other red lights such as “not invented here” to protect them against various imagined ego dangers for them in changing the way they do things. Network members need the push and active support of their top management teams (TMTs) and their emergent network leaders before they can willingly embrace innovations invented elsewhere. We all fear changes that we cannot understand, and we need our trusted, respected, and committed colleagues to help us understand and share the risks. Graen further described how participants can build and join new networks of people who have excellent working relationships of mutual respect of capabilities, trust of motives, and commitment to each other and their mission (partnerships). These self-organized networks emerge naturally as participants sharing common goals and common fates work together in interdependent roles. According to this theory, some participants seek to control more of their fate, and the mechanism of choice is the emergent network. These networks allow for much more complex and rapid communications, coordination, and cooperation among network members. The speed of rumors is but one example of communications that spread through even large organizations with amazing velocity and scope through such networks. Emergent networks often become subdesigns within the overall design of the functions or entire organization. Unfortunately, these networks cannot be commanded and controlled by orders, but they can be enlisted as allies in the mission to adapt the organization to the tsunami of the knowledge era. Once we have gotten our organization’s emergent components working for enhanced sustainability, we can consider the hard realities of discontinuous change.

My professional contribution to a complete CEO’s game-changing design is described in *Jessica’s Web* (Graen, 2007). It took 18 months to construct and fully engage. This large corporation (with its larger competitor’s home office literally across the street) was falling behind employing a traditional banking design. Although the CEO was committed, the main resistance to change came from the managers at every level protecting their turf. Their subordinates became guardedly for change after they were told that they could be given greater resources and authority to do their jobs. After the managers in face-to-face negotiations understood their subordinates’ justifi-

cation, they agreed to this test of the new design. As expected, the new design made the corporation competitive once again. My main regret is that we didn't have a manual to light our way. It would have been a great help.

Conclusion

No one component of sustainability of the health of the corporation such as profit or cash flow should drive game-changing strategies. Management by objectives (MBO) doesn't work for overall corporate health of large public corporations. We found that game-changing CEOs concentrate on the sustainability of the mother or her children will suffer. The crash of 2008 can be seen as another failure of MBO without sustainability. Clearly, we need a shift from college fraternity positioning to supporting the mother's health aggressively so that she may live long and prosper. CEOs need to become the chief healthcare provider for the mother and her family. I-O psychologists need to do our part.

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